ROYAL
MATRICULATION GRAMMAR
AND
COMPOSITION

SECOND EDITION
Revised & Enlarged

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PUBLISHERS' NOTE

The Publishers have great pleasure in placing on the market this book which is the outcome of the teaching experience, extended over a score of years, of the authors. The proof of the pudding is in the eating thereof, and the book speaks for itself; but the following special features may be mentioned:

1. The rules of Grammar have been explained simply and illustrated profusely, aptly and in a homely manner.
2. Separate sets of exercises have been provided for different types of grammatical rules.
3. The treatment of the subject is in every part systematic and lucid. Difficult portions, such as Direct and Indirect Narration, Analysis, Transformation, Questions and Answers, have been made easy.
4. Grammatical principles have been as briefly stated as is consistent with the needs of the student. There is no padding.
5. In Composition, the old, hackneyed style has been abandoned. Particular attention is drawn to the portions on Letter-writing and Summarizing.
6. The student is taught to write a good, crisp sentence rich in ideas; then he is led on to writing a homogeneous expressive and effective paragraph and thence onwards to stories, letters or essays.
7. In treating the paragraph, an entirely new line has been followed. A definite, workable method for comprehension of a paragraph has been suggested, which has not been done in any other book so far.
8. By following the rules given in this book, the student will escape the terror of the "*Unseens*". The rules given in the relevant chapters will make it easy for him to summarize any given passage and to answer questions thereon.

We are placing this book on the market with confidence that it will meet all the needs of the Matriculation students.

THE PUBLISHERS

PREFACE TO THE FIRST EDITION

The authors, in teaching English Grammar to the classes, had been feeling for many years the need for a book which should contain the principles of the subject explained in simple language, within the comprehension of Matric students, with illustrations thereof in sentences of common, everyday use. While the English language has undergone considerable change, both in the style of writing and the manner of speaking, books dealing with its Grammar have, one after the other, followed the same style as was pursued by writers scores of years ago. No attempt appears to have been made at introducing illustrations from subjects that an average student has to deal with every day; nor, again, has the great change that the language has undergone been kept in view in writing books on the subject. Teachers, consequently, have had to frame sentences of their own to illustrate the grammatical rules suitably.

In the present publication, the authors have made an attempt to supply this deficiency. While the principles have been explained simply and lucidly, illustrative sentences have been drawn from everyday life. Every part of the subject has been given a classified treatment, in order to impress on the student the fundamental rules with a minimum tax on his brain. The more difficult but important parts of the subject, such as Analysis, Direct and Indirect Narration, Transformation of Sentences, framing answers to set questions and *vice versa*, have been written with special care. Copious exercises and illustrations have been provided.

In writing the Composition portion, the authors have taken special pains to explain to the student the method of writing correct, modern English. Start in this section has been made from the sentence, and progress made thence to the paragraph and the story, essay or letter. The authors have broken an entirely new ground in

Paragraph Comprehension and Paragraph Writing, suggesting to the student the *method* of attacking unseens, whereas all previous works on the subject had left the student to shift for himself so far as this important part of composition was concerned.

In this lies the explanation of the authors for inflicting another book on an already overflooded market. How far they have succeeded in their object of providing a book which may *teach* the student with a minimum of external aid will be measured by the appreciation it meets from the teaching profession and the students themselves.

THE AUTHORS.

PREFACE TO THE SECOND EDITION

We are extremely grateful to Head Masters and teachers of English for having accorded a right royal welcome to the first edition of this book. Some of our kind patrons have been generous enough to send their invaluable opinions, which have greatly encouraged us and amply compensated us for the huge labour involved in the preparation of the book.

The present edition has been thoroughly revised and brought up to date. No pains have been spared to make it as interesting and instructive as possible. Every page has been carefully gone through, new explanatory matter has been freely added and the number of exercises has been considerably increased. Chapters on *The Noun* and *Common Errors* have been overhauled, while new chapters have been added on *The Same Word Used as Different Parts of Speech, Abbreviations, Words Commonly Mis-slept* and *Autobiography-writing.*

It is our considered opinion that the book, in its present form, will cater to the needs of the students far more efficiently than before.

All useful suggestions will be gratefully acknowledged and duly incorporated in the next edition.

THE AUTHORS

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SECTION I

Parts of Speech

CHAPTER I

THE NOUN

1. A **Noun** is a word used as the name of something; as, Ram, book, army, gold, kindness.

I. Kinds of Nouns

2. Nouns are divided into two main classes—*Concrete* and *Abstract*.

(*i*) Nouns that relate to objects *of sense,* that is, to things which we can see, hear, touch, taste or smell are called **Concrete Nouns.**

They are of four kinds :—

(*a*) A name given to a particular person, place or thing is called **Proper Noun**; *e.g.*, Sohan, Delhi, Taj Mahal.

(*b*) A name shared in common by everything of the same class or kind is called a **Common Noun**; as, dog, book, man, chair, etc.

(*c*) A name given to a group of persons or things considered as one, is said to be a **Collective Noun**; as, class, army, crowd.

Note.—When the persons or things composing the group are thought of separately, it is called a **Noun of Multitude.**

(*d*) A name given to a substance or matter of which things are made is called a **Material Noun**; as, gold, stone, grass, earth, etc.

(*ii*) Nouns that denote some quality, state or action which we cannot know by any of our

five senses are called **Abstract Nouns** ; as, kindness, pleasure, walking.

II. Number

3. The form of a noun that indicates whether we speak of a single object or of more objects than one is said to be its *number*.

There are only *two numbers* in English :—

(1) The **Singular** number. (2) The **Plural** number.

A noun that denotes a single object is said to be *in the Singular number* ; as, book, child, knife.

A noun that denotes more objects than one is said to be *in the Plural number* ; as, books, children, mice.

The Plural of nouns is formed in the following different ways :—

(*a*) Generally *by adding* **s** *to the singular* ; as, chair—chairs ; girl—girls.

(*b*) *By adding* **es** *to the singular if the noun ends in* **s**, **x**, **sh** or **ch** ; as, class—classes ; box—boxes ; wish—wishes ; watch—watches.

(*c*) If the noun ends in **y**, preceded by a consonant, *by changing* **y** *into* **i** *and adding* **es** ; as, baby—babies ; lady—ladies ; fly—flies.

(*d*) If the *final* **y** is preceded by a vowel, *by adding* **s** ; as, day—days , key—keys ; toy—toys.

(*e*) If the noun ends in **o**, preceded by a consonant, *by adding* **es** ; as, hero—heroes ; mango—mangoes ; negro—negroes.

(*f*) If the noun ends in **eo**, **io**, **oo** or **yo**, *by adding only* **s** ; as, cameo—cameos ; portfolio—portfolios ; cuckoo—cuckoos ; photo—photos ; embryo—embryos.

(*g*) If the noun ends in **f**, *by changing* **f** *into* **v** *and adding* **s** *or* **es** ; as, calf—calves ; life—lives ; thief—thieves ; knife—knives.

However, some nouns ending in f merely take **s** after them; as, chief—chiefs; grief—griefs; proof—proofs; roof—roofs.

(*h*) *By changing the vowel*; as, foot—feet; goose—geese; mouse—mice; louse—lice; man—men; woman—women; tooth—teeth.

(*i*) *By adding* **en**; as, ox—oxen; child—children; brother—(brothers or) brethren.

4. In **Compound Nouns** the *chief word* usually takes the Plural form; as,

	Singular	*Plural*
(*a*)	Coat-of-mail	coats-of-mail
	Commander-in-chief	commanders-in-chief
	Comrade-in-arms	comrades-in-arms
	Court-martial	courts-martial
	Father-in-law	fathers-in-law
	Grant-in-aid	grants-in-aid
	Lady-in-waiting	ladies-in-waiting
	Looker-on	lookers-on
	Man-of-war	men-of-war
	Minister-in-charge	ministers-in-charge
	Mother-in-law	mothers-in-law
	Passer-by	passers-by
(*b*)	Camp-follower	camp-followers
	Foot-man	foot-men
	Forget-me-not	forget-me-nots
	Governor-general	governor-generals
	Handful	handfuls
	Lieutenant-governor	lieutenant-governors
	Mouse-trap	mouse-traps
	Mouthful	mouthfuls
	Run-away	run-aways
	Step-sister	step-sisters
(*c*)	Knight-errant	knights-errant *or* knight-errants
	Poet-laureate	poets-laureate *or* poet-laureates

	Singular	Plural
(*d*)	Lord-justice	lords-justices
	Lord-lieutenant	lords-lieutenants
	Man-servant	men-servants
(*e*)	Miss Jacob	the Misses Jacob the Miss Jacobs
	Mr. Jacob	the Messrs. Jacob the Mr. Jacobs
	Mrs. Jacob	the Mrs. Jacobs

5. **Some important Plural forms :—**

Singular	*Plural*
B.A.	B.A.'s
Mr.	Messrs.
Madam	Mesdames
M.P.	M.P.'s
M.L.A.	M.L.A.'s
Q	Q's
9	9's

6. Plurals formed from the nouns taken from French, German and Latin are as follows :—

Singular	*Plural*
Agendum	agenda
Alumnus	alumni
Analysis	analyses
Apparatus	apparatuses
Appendix	appendices *or* appendixes
Axis	axes
Bandit	bandits *or* banditti
Basis	bases
Beau	beaus *or* beaux
Cherub	cherubs *or* cherubim
Crisis	crises
Criterion	criteria
Datum	data
Dictum	dicta
Erratum	errata

Singular	*Plural*
Focus	foci
Formula	formulæ *or* formulas
Fungus	fungi
Genius	geniuses *or* genii
Genus	genera
Hypothesis	hypotheses
Index	indices *or* indexes
Medium	media
Memorandum	memoranda *or* memorandums
Monsieur	messieurs
Oasis	oases
Ovum	ova
Phenomenon	phenomena
Radius	radii
Stratum	strata *or* stratums
Symposium	symposia
Terminus	termini
Thesis	theses

7. (*a*) Some nouns *have the same form in the singular and plural*; as, deer, fish, sheep, swine, yoke, cannon, salmon, pair, dozen, brace, score, pice, hundred, thousand (when used after numerals), series, species, stone (weight), hundredweight

He bought three *dozen* pencils.

I have spent five *thousand* rupees over the education of my children.

She weighs eight *stone*.

(*b*) There are some nouns which are singular in form *but are used in a plural sense*; as, swine, cattle, people, vermin.

Note.—When 'people' is used in the sense of 'nation', its plural is 'peoples'.

(*c*) Some nouns are true singulars *but are used now as plurals*; as, **Alms** were distributed amongst the poor. **Riches** are transitory.

(*d*) Some nouns with *ies* or *s* at their end are really plural *but are used as singular*; as, mathematics, physics, politics, news, innings, summons, gallows, odds, means, amends.

Note.—The last three words are also used in the plural.

(*e*) Some nouns *are used only in the plural;* as, scissors, spectacles, tongs, fetters, trousers, shoes, socks, annals, tidings, nuptials, assets, ashes, belongings, savings, clothes, thanks, victuals, wages, measles, mumps, remains.

(*f*) Some nouns *are used only in the singular*; as, furniture, machinery, poetry, scenery, information, clothing.

Note.—If need be, some of these words can be used as plurals also; as, pieces or articles of furniture, pieces of poetry, articles of clothing, pieces of information.

8. Some nouns *have* **two** *forms in the plural*, each with a *different* meaning:—

Singular	*Plural*
Brother	brothers, *sons of the same parent* brethren, *members of the same society*
Cloth	cloths, *kinds or pieces of cloth* clothes, *garments*, *dress*
Die	dies, *stamps for coining* dice, *cubes for gambling*
Genius	geniuses, *persons of great intellect* genii, *spirits*
Index	indexes, *tables of contents* indices, *signs used in Algebra.*
Penny	pennies, *separate coins* pence, *a collective sum (e.g.,* a sixpence)
Shot	shot, *balls* shots, *discharges*
Staff	staffs, *departments in the army* staves, *poles*

9. Some nouns have **two** meanings *in thg plural* but *only* **one** in the singular :—

Singular	*Plural*	
Arm—*a part of the body*	Arms	parts of the body weapons
Colour—*hue*	Colours	hues flags
Custom—*habit*	Customs	habits, rites tax or toll
Effect—*result*	Effects	results property
Letter—1. *of alphabet* 2. *epistle*	Letters	of alphabet epistles literature
Manner—*method*	Manners	methods behaviour
Number—*a quantity*	Numbers	quantities verses
Pain—*suffering*	Pains	sufferings* exertion
Part—*portion*	Parts	portions talents
Premise—*proposition*	Premises	propositions buildings
Provision—*condition*	Provisions	conditions food, ration
Quarter—*a fourth part*	Quarters	fourth parts lodgings
Spectacle—*a sight*	Spectacles	sights glasses to help eyesight

*A mother's ordeals before childbirth.

10. Some nouns have **two** meanings *in the singular* but *only* **one** in the plural :—

Singular		Plural
Abuse	wrong use; reproach	Abuses—wrong uses
Foot	a part of the body; infantry; a twelve-inch measure	Feet—parts of the body
Force	strength; troop	Forces—troops
Horse	an animal; cavalry	Horses—animals
Issue	result; offspring	Issues—results
Light	radiance; a lamp	Lights—lamps
People	a nation; persons	Peoples—nations
Powder	a dose; for guns	Powders—doses
Practice	habit; professional work	Practices—habits
Wood	timber; forest	Woods—forests

Note.—The noun *content* has two meanings in the singular and a third in the plural :—

(1) Capacity.
(2) Contentment.
(3) Things contained.

11. Some nouns have **different** meanings in the *two* forms :—

Singular	Plural
Advice—counsel	Advices—information
Air—atmosphere	Airs—affected manners
Authority—power	Authorities—persons in power

Singular	*Plural*
Beef—flesh of oxen	Beeves—cattle
Good—benefit	Goods—movable property
Iron—a metal	Irons—fetters
Physic—medicine	Physics—natural science
Respect—regard	Respects—compliments
Return—coming back	Returns—statistics
Spirit—soul	Spirits—animation
Vesper—evening	Vespers—evening service

12. The following words deserve a *careful attention* :—

(*a*) **Hair** is used as singular but when number is meant, hairs may be used ; as,

His hair turned grey earlier.

The fairy pulled up two of her hairs and presented them to her friend.

(*b*) **Fish** is used in singular and plural both ; as,

Many silvery fishes leap at the surface of the ocean.

The fish abound in this tank.

Note.—The word *fishes* means different kinds of fish.

(*c*) **Vegetable** is generally used in the plural, but **fruit** is often used as singular ; as,

The servant has gone to the bazar to buy some vegetables.

Fruit is generally taken after the meals.

(*d*) A *ten-rupee* note ; a *five-year* old child ; sixty *head* of cattle ; a *two-anna* piece ; a *five-candle* power bulb ; a *piece* of advice, of chalk, of information, of blotting paper, of work, of business.

13. Proper, Abstract, Collective and Material Nouns are never used in the plural number but when at all used, they are considered as Common Nouns ; as,

Proper :—There are four *Sohan Lals* in our street.

Abstract:—The Railway *Authorities* have consented to allow a special concession to the third-class passengers.

Collective:—The Head Master has ordered all the teachers to assemble in the playground with their respective *classes*.

Material:—He has been put in *irons*.

14. A Collective Noun must be treated as singular; as,

The **army** *was* ordered to retreat.

But when a Collective Noun refers to the members of a group *individually*, it takes a plural verb; as,

The **committee** *differ* in opinion.

III. Gender

15. The form of a noun that shows whether it belongs to a male class of things or to a female or to both or whether it is something lifeless, is said to be the **gender** of the noun.

There are three genders—Masculine, Feminine and Neuter.

1. Nouns that are the *names of the male class of things* are said to be in the **Masculine** gender; as, man, horse, lion, master.
2. Nouns that *belong to the female class of things* are said to be in the **Feminine** gender; as, woman, mare, lioness, mistress.
3. Nouns that belong to *neither male nor female class* but are the names of *lifeless objects* are said to be in the **Neuter** gender; as, book, chair, pen, brick.
4. Nouns that belong *to both the sexes* are said to be in the **Common** gender; as, friend, parent, servant, child, bird, person, neighbour, thief, enemy, sheep, baby, cousin, pupil, monarch,

orphan, scholar, cat, camel, swine, professor, relation, cattle.

Note.—*All Material, Abstract and Collective nouns are of neuter gender, as they denote things without life.*

16. (*a*) As males are prominent for *power* and *strength*, so objects that are known for such qualities are classed as *Masculine* gender ; as, the sun, winter, summer, time, death, thunder, wind, ocean, war, fear.

(*b*) Females are famous for *beauty, gentleness* and *delicacy*; consequently objects that possess such virtues are classed as *Feminine* gender; as, the moon, the earth, spring, nature, hope, peace, fame, jealousy, modesty, liberty, mercy, charity, justice, etc.

(*c*) Ship, country, nation, train are also used as feminine nouns.

17. There are *three* ways of forming feminines from masculines :—

(1) By *a change of word.*

(2) By *placing a word before or after.*

(3) By *adding* **ess, ine** *or such other suffixes.*

1.

Mas.	*Fem.*	*Mas.*	*Fem.*
Bachelor	maid spinster	Earl	countess
		Father	mother
Boar	sow	Friar	nun
Boy	girl	Gander	goose
Brother	sister	Gentleman	lady
Buck	doe	Hart	roe
Bull	cow	Horse	mare
Bullock	heifer	Husband	wife
Cock	hen	King	queen
Colt	filly	Lord	lady
Dog	bitch	Man	woman
Drake	duck	Master	mistress
Drone	bee	Monk	nun

Mas.	*Fem.*	*Mas.*	*Fem.*
Mr.	Mrs.	Sloven	slut
Nephew	niece	Son	daughter
Papa	mamma	Stag	hind
Ram	ewe	Uncle	aunt
Sir, sire	madam	Wizard	witch

2.

Mas.	*Fem.*	*Mas.*	*Fem.*
Beggar-man	beggar-woman	Great-uncle	great-aunt
Billy-goat	nanny-goat	He-bear	she-bear
Boy-baby	girl-baby	He-goat	she-goat
Buck-rabbit	doe-rabbit	Jack-ass	jenny-ass *or* she-ass
Bull-calf	cow-calf	Land-lord	land-lady
Cock-sparrow	hen-sparrow	Man-servant	maid-servant
Doctor	lady doctor	Milk-man	milk-maid
Foster-father	foster-mother	Pea-cock	pea-hen
God-father	god-mother	Step-son	step-daughter
Grand-father	grand-mother	Washer-man	washer-woman

3. (*a*) By adding **ess** :—

Mas.	*Fem.*	*Mas.*	*Fem.*
Author	authoress	Patron	patroness
Baron	baroness	Peer	peeress
Count	countess	Poet	poetess
Giant	giantess	Priest	priestess
God	goddess	Prior	prioress
Heir	heiress	Prophet	prophetess
Host	hostess	Shepherd	shepherdess
Jew	Jewess	Steward	stewardess
Manager	manageress	Tailor	tailoress
Mayor	mayoress	Viscount	viscountess

(*b*) By adding **ess** *after dropping the vowel* of the masculine ; as,

Mas.	*Fem.*	*Mas.*	*Fem.*
Actor	actress	Negro	negress
Ambassador	ambassadress	Porter	portress
Benefactor	benefactress	Preceptor	preceptress
Conductor	conductress	Prince	princess
Director	directress	Protutor	protutress
Elector	electress	Seamster	seamstress
Enchanter	enchantress	Teacher	teachress
Founder	foundress	Tempter	temptress
Hunter	huntress	Tiger	tigress
Instructor	instructress	Traitor	traitress
Monitor	monitress	Waiter	waitress
		Warder	wardress

(*c*) By adding **ess** *in an irregular way ;* as :—

Mas.	*Fem.*	*Mas.*	*Fem.*
Abbot	Abbess	Master	mistress (miss)
Duke	duchess	Murderer	murderess
Emperor	empress	Sorcerer	sorceress
Governor	governess		
Marquis	marchioness		

(*d*) Some **foreign** *feminines* widely used are :—

Mas.	*Fem.*	*Mas.*	*Fem.*
Administrator	administratix	John	Jane or Joan
Beau	belle	Joseph	Josephine
Charles	Caroline or Charlotte	Monsieur	madame *or* mademoiselle
Czar	Czarina	Paul	Pauline
Don	donna	Proprietor	proprietress *or* proprietrix
Executor	executrix	Prosecutor	prosecutrix
Fox	vixen	Sultan	sultana
Henry	Henrietta or Harriet	Signor	signora
Hero	heroine	Testator	testatrix
Infant	infanta	Viceroy	vicereine

(*e*) There are, however, some exceptional cases ; as,

Mas.	*Fem.*	*Mas.*	*Fem.*
Bride-groom	bride	Master	Miss
		Mr.	Mrs.
Lad	lass	Widower	widow

(*f*) There are some feminine nouns which have no corresponding masculine forms ; as, amazon, blonde, coquette, dowager, flirt, jilt, nurse, virgin, shrew, housewife, siren, prude.

IV. Case

18. 1. *Ram* plays with a ball.
    2. *We* saw *Ram* playing with a ball.
    3. *We* played with *Ram's* ball.
    4. *Ram*, come along ; let us play with a ball.

In the sentences given above, note the position of the word '*Ram*'. It has been used in a different sense in every sentence. In the sentence (1) it has been used as a subject, in (2) it is an object, in (3) it is neither subject nor object but it shows its possession over another noun 'ball' ; while in (4) its use signifies that Ram has been addressed by some other person and has been asked to do something. Thus we understand that a noun may be used in four different positions in a sentence. This position of a noun in a sentence is given the name of **case**.

In sentence (1), where it acts as a **subject**, it is said to be in the **Nominative case**.

In sentence (2), where it acts as an **object**, it is said to be in the **Objective case**.

In sentence (3), where it shows its *possession* over a noun, it is said to be in the **Possessive case**.

In sentence (4), where it shows that the person that it stands for has been *addressed*, it is said to be in the **Vocative case**.

19. There are verbs, however, that govern **two** *objects* ; as,

God has given *us bread* to eat and water to drink. In this sentence '*us*' and '*bread*' are two objects. The former is spoken of as the **Indirect object**, while the latter the **Direct object.**

20. The use of the Possessive case :—

1. The Possessive case is used with the names of all living beings. It should *not* be used with *inanimate* (*lifeless*) objects ; as we may say—*Ram's pen*, the *horse's neck*, the *parrot's eye* ; but should *not* say—table's leg (*but the leg of the table*) ; similarly, the bottom of the pitcher, the colour of the pencil.

2. The Possessive case is also used with—

(*i*) Personified objects ; as, Fortune's favourite ; Sorrow's tears ; Death's call.

(*ii*) Nouns denoting time, space and weight ; as,

Time—a *day's* leave ; a *week's* journey ; two *years'* stay.

Space—a *stone's* throw ; a *spear's* length ; a *hair's* breadth ; ten *miles'* distance.

Weight—a *pound's* weight ; a *seer's* weight.

(*iii*) Nouns denoting certain *dignified* objects ; as, the *court's* decree, the *sun's* rays ; *duty's* call ; the *mind's* eye.

3. In *Compound* nouns, or when a noun is followed by a descriptive phrase, or in complex names, **'s** is added to the last word ; as, his father-in-law's house, the Secretary of State's orders ; Ram the doctor's son ; Messrs. Kapur and Co.'s shop.

4. Some *common phrases* contain possessive sign ; as, for pity's sake ; at fingers' end ; to one's heart's content ; at one's wits' end ; the journey's end ; for mercy's sake ; out of harm's way.

5. The words 'house', 'shop', 'school' are often omitted after a possessive case ; as,

He met me at Ram's (house or shop).

He reads in St. Anthony's (school).

6. The letter *s* is omitted in the following words :— goodness, justice, conscience ; as,

For goodness' sake ; for justice' sake ; for conscience' sake.

7. The letter *s* is also omitted in the *plural forms* of nouns *ending in s* ; as,

Boys' coats ; girls' schools ; friends' society.

8. It is useful to remember the distinction between the following :—

(*i*) Sohan's and Mohan's firm—two separate firms, one of each.

Sohan and Mohan's firm—one firm, belonging to both.

(*ii*) A picture of Ram—a picture depicting the likeness of Ram.

A picture of Ram's—a picture belonging to Ram.

(*iii*) This news of Majid—news concerning Majid.

This news of Majid's—news brought by Majid.

Note.—Yours and ours, the possessive forms of the personal pronouns you and we, have not been formed by adding —'s ; they are clear-cut possessive forms like 'his' and 'mine'. Consequently **apostrophe** (') *should never be inserted between* 'r' and 's' ; as, *yours* faithfully, *not* your's faithfully.

Exercise 1

I. Point out the nouns in the following and *classify* them :—

1. Bell is made of bronze.
2. Penny is a copper coin.
3. Gama is the Rustum of India.

4. Gods are supposed to dwell on Mount Olympus.
5. Hitler is a heartless dictator.
6. They prepare gunny bags from jute.
7. Theseus killed the Minotaur in the Labyrinth in Crete.
8. Munnawar's pencil case was made of pure silver.
9. Life-belts are made of gutta-percha.
10. A Japanese cook peels potatoes and reads his book at the same time.

II. Give the plurals of :—

Fly, donkey, foot, brother, looker-on, goose, mouse, man-servant, comrade-in-arms, negro, locus, medium, basis, pice, index, lord-justice, mouthful.

III. Make sentences, using the following nouns :—

Mathematics, tidings, means, gallows, peoples, premises, alms, riches, cares.

IV. Change the *gender* and *number* of the nouns and pronouns in the following, *making other changes*, where necessary :—

Thus the fair lady spent her days in tending sheep. One day, as she drove her flock, she caught sight of a man bearing a singular resemblance to her father. She stood puzzled for a moment staring in his face whether it could really be he, but at last, feeling sure, she fell at his feet and burst into weeping most piteously.

V. (*a*) Give *the other number* of the following :—

Radii, hero, ox, hoof, shelf, dormouse, elf.

(*b*) Give *the opposite gender* of the following :—

Witch, madam, aunt, viceroy, lad, fox, widow, belle, filly, ewe.

VI. The plural forms of the following have different meanings ; bring them out by constructing sentences, using them :—

Iron, colour, return, force, air, physic, spectacle, advice, abuse, work.

VII. Change the *number* in the following and make other necessary changes (oral) :—

1. My house is in this street.
2. She knitted a pair of socks.
3. Hens cluck.
4. A thief stole all the gold of a poor traveller.
5. Angles alight from high on a still, bright night.
6. A gentleman has advertised for a man-servant.
7. A horse is a very useful animal. It ploughs our fields and draws our carriages.

8. This pen is yours, but that is mine.
9. Theirs is not to make reply.
10. A cloth dyed fast will never lose its colour.
11. If wishes were horses, beggars would ride them.
12. Can a brave boy ever say ' no ' to his weaker companion in need ?
13. All cows have tails which the flies fear when they set them swinging.
14. In an Indian village the cock serves the purpose of a clock.
15. State the hypothesis and conclusion of this theorem.

VIII. Point out the mistakes in the following :—

1. Do not be cruel to him for the sake of mercy.
2. This is my uncle's Shafqat's car.
3. My table's top is uneven.
4. Of Naidu and Amar Nath either were invited to join the team.
5. They beat their opponents by an inning's difference.
6. For his wife's Amina's sake he should give up gambling.
7. Boy's ears are at their back.
8. He gave me many advices.
9. She bought six dozens pencils.
10. The sceneries of Kashmir are very charming.
11. Riches brings cares.
12. Where is your spectacle ?
13. Her hairs are grey.
14. Sohan is a man of vast informations.
15. He had a ten-rupees note and five pices in his pocket.

IX. Fill up the blanks in the following :—

1. Only one innings—played.
2. The old folk—so.
3. The jury—of one mind.
4. The cattle—grazing in the fields.
5. The—of Kashmir—the best that exists anywhere round one spot on the globe.
6. Ill news—apace.
7. The furniture of my house—tolerable.
8. Mathematics—a difficult subject.
9. All his belongings—auctioned.
10. Alms—distributed amongst the poor.

CHAPTER II

THE PRONOUN

1. Hamid said to Hardev, "*You* can come to *me* any moment for help."

The book *that you* gave *me* turned out to be a good reading.

They will be glad to see *him*, for *he* is *their* friend.

The words italicised in the above *stand for nouns*, hence they are known as **Pronouns**——**Pro=for** ; *a word* used *for a noun*.

2. **Classification.** They are classified as follows :—

(*i*) **Personal.**—He, she, they, it, their.

(*ii*) **Interrogative.**—What, who, which.

(*iii*) **Relative.**—That, which, who, as, what.

(*iv*) **Demonstrative.**—This, that, these, those.

(*v*) **Reflexive.**—Myself, itself, herself, himself, themselves, ourselves.

(*vi*) **Distributive.**—Either, neither, every, each.

(*vii*) **Indefinite.**—Any, anyone, someone, one, anything, none.

3. **Personal Pronouns.**

There are three persons in English :—

1. The person speaking, or the **first** person.
2. The person spoken to, or the **second** person.
3. The person spoken of, or the **third** person.

4. The following table indicates the different forms of the Personal Pronouns in the three cases :—

		Nominative	*Possessive*	*Objective*
I Person (Common)	Singular	I	my, mine	me
	Plural	We	our, ours	us
II Person (Common)	Singular	Thou	thy, thine	thee
	Plural	You	your, yours	you
III Person (Masculine)	Singular	He	his	him
	Plural	They	their, theirs	them
III Person (Feminine)	Singular	She	her, hers	her
	Plural	They	their, theirs	them
III Person (Neuter)	Singular	It	its	it
	Plural	They	their	them

5. The forms **mine**, **ours**, **thine**, **yours**, **hers** and **theirs** are used in the way given below :—

These are *my pens*, those *pens* are *yours*.

Your clothes are dirty, but *hers* are clean.

6. The plain possessive forms of the Personal Pronouns, *i.e.*, my, our, thy, your, his, their, her and its are also called *possessing adjectives* for they take after them nouns like adjectives ; as, my book, your pen, his horse, their gardens, its colour. *The other* possessive forms, *i.e.*, mine, ours, thine, etc., do not take nouns after them and

they behave like pure pronouns ; as,

This *book* is *yours*.

Those *horses* are *theirs*.

Note.—Mark that in these forms ('s) has not been used, for they are the direct possessive forms of the personal pronouns. *They have not been formed by adding* ('s) *to the original words, as is done in the case of nouns.*

Correct	*Incorrect*
Yours affectionately.	Your's affectionately.

7. Interrogative Pronouns.

1. *Who* is he ?
2. *What* is your name ?
3. *Which* is your book ?

The italicised pronouns help us to ask questions ; *i.e.*, to interrogate ; therefore we call them **Interrogative Pronouns.**

8. They are also used in all the three cases.

What is this made *of* ? (Possessive)
What do you think about it ? (Objective)
What is there in your pocket ? (Nominative)
Of which quality is that cloth ?
Of these songs, *which* will you like to listen to ?
Who is there in the room ? (Nominative)
Whose book is this ? (Possessive)
Whom were you talking to ? (Objective)

Note 1.—*Which* is used for *selection*.

Note 2.—*Who* becomes *whose* and *whom* in possessive and objective cases.

9. Relative Pronouns

1. I have caught the *man who* stole your purse.
2. This is the *book which* he left with me yesterday.
3. He has sold off the *horse that* you wished to buy.

In the sentences given above, the Pronouns 'who', 'which' and 'that' refer to the nouns spoken of in the

preceding clause ; such pronouns are said to be **Relative Pronouns**, for they set up a relationship between the noun and pronoun. The nouns that these relative pronouns refer to are called their **Antecedents** (*ante*=before ; *cede*=go ; going before). Thus in the above sentences, *man*, *book* and *horse* are antecedents. Pronouns can also act as antecedents : as,

It was *he who* beat me.

Note.—A Relative Pronoun should be used *just after its antecedent* provided no enlargement of the noun is required to be inserted.

Correct	*Incorrect*
The *letter which* you wrote has not reached my brother.	The letter has not reached my brother *which* you wrote.
That *man* of brass *which* you saw in the exhibition last year was only a mechanical trick.	That man *which* you saw in the exhibition last year of brass was only a mechanical trick.

10. A Relative Pronoun always agrees with its antecedent in number, gender and person ; as,

The *boy* who *works* hard is sure to get on well.

The *boys* who *work* hard are sure to get through.

This is one of the best *novels* that *have* ever been published.

11. The case of a Relative Pronoun depends on its own position in the clause in which it occurs ; as,

It was he *who* liked me. (Nominative)
It was he *whom* I liked. (Objective)
It was he *whose* father died in his very infancy. (Possessive)
It was this *that* attracted me so much.
It was this *that* I liked much.
It was this *that* I was so enamoured of.

Similarly *which* may be used in all the three cases.

12. General.

As a general rule, **who, whose** and **whom** are used for *persons only*, **which** both for *animals* and for *things without life*, while **that** is used for *persons, animals* and *things without life* ; as,

This is the boy *whom* (or *that*) I like most.
This is the horse *which* (or *that*) I bought last year.
This is the book *which* (or *that*) I am so fond of.

13. (*a*) **As** can also be used as a Relative Pronoun after *such, as, so* or *the same ;* as,

I never expected *such* a thing *as* this.
I never saw *so* good a picture *as* this.
This wall is exactly of *the same* height *as* that.
This is exactly *as* high a wall *as* that.

(*b*) **But** is also used as a Relative Pronoun ; as,

There was no one *but* shouted (but=that not).

14. Demonstrative Pronouns.

This is a pen. *That* is not good for you.

These are horses. *Those* things belong to Mohan.

The words *this, that, these, those* are used to demonstrate or point out nouns ; therefore we call them **Demonstrative Pronouns.**

Note carefully the difference between *this* and *it.*

It is a picture (nothing more than that).

This is a picture (a real one or the one lying near is simply meant).

Correct	*Incorrect*
This I cannot tell you.	*It* I cannot tell you.

(*This* refers to some *matter*, not thing).

15. When Pronouns of different persons are mentioned in a single sentence, it is good manners to put second person in the very beginning, the third person in the middle and the first person last of all ; as,

You, he and *I* went there together.

While admitting a fault, the order is reversed; as, *I*, *he* and *you* are in the wrong.

16. The following common errors should be carefully avoided :—

(*a*) It was *I* (not, me) who did it.

(*b*) Let you and *him* (not, he) do it.

(*c*) One should be careful of *one's* (not, his) character.

(*d*) He is cleverer than *I* (not, me).

(*e*) Each of them *brings* (not, bring) a book with him.

(*f*) Either of these roads *leads* (not, lead) to the station.

(*g*) Neither of these boys *is* (not, are) my brother.

(*h*) This is one of the saddest stories that *have* (not, has) ever been heard.

(*i*) *Who* (not, whom) do you think he is ?

(*j*) *Whom* (not, who) is it for ?

(*k*) Read such books *as* (not, that) are interesting.

(*l*) *Yours* (not, your's) is the best essay.

Exercise 2

I. Pick out the Pronouns in the following and state the *number*, *gender*, *case* and *person* of each :—

1. I like this book.
2. Which one do you like ?
3. That is not the way to talk to a gentleman.
4. This is the book that I like best.
5. Was it you who came at nine yesterday ?
6. What hope is there for him who himself courts death ?
7. His parents who never knew what he had been about beat their heads as they saw their dear son in fetters.
8. Such was his conduct.
9. I hate such persons as he is.
10. It is very hot to-day.

II. Correct the following sentences :—

1. Every one of us must have their own books.
2. He is one of those who believes in rogues more than in saints.
3. One should not boast of his abilities.
4. Who will you vote for ?
5. The book that I lost, I had purchased it from my uncle's shop.
6. Mohan being born of poor parents he could not continue his studies.
7. The reason is such that I fear to state.
8. If anybody among you know it, they may stand up.
9. You and myself will go to enjoy the cinema.
10. He helped you and I both.
11. He had an old coat and which he always put on at some ceremonial occasion.
12. It was him who did it.
13. Let Mohan and I do it.
14. Either of his three sons have committed this mischief.
15. He is taller than me.

III. Insert *Pronouns* in blank spaces :—

1. I am one of those——cannot talk ill of the dead.
2. Bring——of the four servants.
3. ——do you wish to call your saviour ?
4. One ——steals my purse, steals trash.
5. All——glitters is not gold.
6. Pathans are a race——it is not safe to annoy.
7. One should always mind——duty.
8. If anyone is to be blamed, it is——.
9. This is Wazir Ali——they believe, is the best batsman in India.
10. ——do you think are invited ?

IV. Make sentences on the model of the following :—

(*a*) Who wrote the most beautiful dramas ?

(*b*) That is not your business.

(*c*) *Such* men *as* are false to their friends should not be trusted.

V. Rewrite the following *pairs* of sentences as *one combined sentence*, using suitable *Relative* Pronouns :—

(*a*) Where is the money ?	(*b*) You earned with so much labour.
(*a*) The child was ill.	(*b*) The child is better now.
(*a*) This is the friend.	(*b*) I am interested most in him.
(*a*) They dig pits for others.	(*b*) They fall themselves into them.
(*a*) He is a fool.	(*b*) I have never seen such a fellow.

VI. Write questions to which the following are answers :—

Model.

Answer.—I saw a thief in the courtyard.

Question.—Whom did I see in the courtyard ?

(*a*) My sister broke the slate.

(*b*) It is Sunday.

(*c*) They call me Mauji.

(*d*) This is Ranji's book.

(*e*) I handed over your purse to Jamil.

CHAPTER III

THE ADJECTIVE

1. *Ad*=to add to; *ject*=to extend, hence that which adds to or extends the description of a noun.

An *Adjective* is, therefore, a word that qualifies a noun or a pronoun; as, a *black* horse, the *second* boy, *this* pen, an *Indian* soldier.

2. Adjectives may be classified as follows:—

(*a*) **Adjectives of Quality.**—Black, worthy, small, noble.
(*b*) **Adjectives of Quantity.**—Little, some, much, half, no.
(*c*) **Adjectives of Number.**—One, two, second, third, single, double, all.
(*d*) **Demonstrative Adjectives.**—This, that, these, those, such, yonder.
(*e*) **Distributive Adjectives.**—Each, every, either, neither.
(*f*) **Proper Adjectives.**—English, French, German, Indian, Bengali.
(*g*) **Interrogative Adjectives.**—Whose, what, which.

3. Mark the difference between the pronouns and adjectives of demonstration, distribution and interrogation.

(*a*) *Demonstrative pronoun—This* is a book (subject to is).
Demonstrative adjective—This book costs two annas.

(*b*) *Distributive pronoun—Each* got a pencil.
Distributive adjective—Each boy got a prize.

(c) *Interrogative pronoun—Who* went there? *Which* is your book?
Interrogative adjective—Whose horse is this? *Which pen* do you like?

4. **Comparison of Adjectives.**—There are three degrees of comparison:—

(1) *Positive.* (2) *Comparative.* (3) *Superlative.*

My pen is *long.* (Positive)
My pen is *longer* **than** that of his. (Comparative, only *two* compared)
These plants are *more promising* **than** those. (*Two groups* compared)
My pen is the *longest* of all these pens (Superlative—*more than two* considered)

5. The *Comparative* degree is used when comparison is held between *two* things or *two groups* of things. It must be followed by *than,* though sometimes we use *of,* but in a somewhat different construction; as,

He is the *wiser of* the two brothers.

Note.—There are some Adjectives which are not comparative in form, still they are used in the comparative sense; as, preferable, junior, senior, inferior, superior, prior, anterior. They take *to* after them; as,

He is far *junior to* me in service.

Some Adjectives are used in the positive degree only; as, former, latter, elder, younger, inner, outer, interior, major, minor, etc.

6. The *Superlative* degree is used when *more than two things* or *groups* of things are compared. It is followed by *of* and preceded by *the*; as,

Mohan is *the cleverest of* all the boys of his class.

Note.—Sometimes we use Comparative in the place of Superlative by adding 'other' to the noun following the adjective; as,

Mohan is cleverer than any *other* boy of his class. (*Mohan* and *only one boy* from the rest are selected for comparison *at a time*)

Formation of Degrees

7. (*a*) Most Adjectives form their Comparative and Superlative by adding *er* and *est* respectively to the Positive ; as,

Positive	*Comparative*	*Superlative*
Big	bigger	biggest
High	higher	highest
Great	greater	greatest
Large	larger	largest
Heavy	heavier	heaviest

(*b*) Most Adjectives *of two syllables or more* form their Comparative or Superlative by adding *more* and *most* to the Positive ; as,

Positive	*Comparative*	*Superlative*
Intelligent	more intelligent	most intelligent
Beautiful	more beautiful	most beautiful
Pious	more pious	most pious

(*c*) Some of the Adjectives form their Comparative and Superlative in an irregular manner ; as,

Positive	*Comparative*	*Superlative*
Bad, evil, ill	worse	worst
Far, forth	farther, further	farthest, furthest
Fore	former	foremost, first (in short)
Good, well	better	best
Late	later, latter	latest, last
Little	less, lesser	least
Much, many	more	most
Near	nearer	nearest, next
Old	older, elder	oldest, eldest

8. Adjectives are sometimes used as *nouns*.

(*a*) Adjectives of Quality when preceded by *the* indicate nouns *as a class ;* as, *the rich*, *the blind, the haughty* ; e.g.,

The rich and *the* poor alike hold him in great respect.

(*b*) Adjectives used after incomplete verbs serve as their complements ; as,

He is *poor*. You look *sad*.

(*c*) Such Adjectives as are expressive of position or status of individuals are used as nouns ; as, juniors, seniors, superiors, inferiors, elders, nobles ; *e.g.*,

You must please your *superiors*.

(*d*) Adjectives such as valuable, sweet and eatable, are also used as nouns in the plural form ; as,

The thief made off with all his *valuables*.

Children like *sweets*.

Of *eatables* there is no dearth in this jungle.

Some Important Adjectives Distinguished

9. **Some, any.**—*Some* is used in *affirmative* sentences to express quantity or degree, while *any* is used in *negative* or *interrogative* sentences ; as,

Give me *some* time to think over it.

He has not got *any* sense to understand it.

Have you *any* money to buy books with ?

Note.—*Some* may be used in questions too, when a request or a command is meant ; as,

Will you give him *some* time to think ?

10. **Few, a few, the few.**—*Few* means scarcely any ; *a few* means some ; and *the few* means *not many but all of them* ; as,

He has *few* friends to rely upon. (Scarcely any—no friends at all)

You may call *a few* friends of yours and consult them. (Some)

The few friends that he had deserted him in adversity. (Not many, but all of them)

11. **Little, a little, the little.**—*Little* means hardly any, almost nothing ; *a little* means some ; *the little* means *not much but the whole of it* ; as,

> There is *little* milk left in the pot. (Hardly any—no milk at all)
>
> Give me *a little* milk from that pot. (Some)
>
> He drank off *the little* milk that the pot contained. (Not much, but the whole of it)

12. **Each, every.**—*Each* is used in speaking of two or more things when the number is limited ; *every* is used in speaking of more than two things when the number is unlimited ; as,

> *Each* of these ten boys received a prize.
>
> *Every* one of my pupils is sure to succeed.

13. **Either, any.**—*Either* means *one of the two*, or each of the two ; *any* means *one out of many* (more than two) ; as,

> *Either* of you (two) may go.
>
> *Any* of you (three or more) may go.

14. **Elder, older.**—*Elder* is used *in speaking of persons only belonging to the same family* ; *older* is used *in speaking of persons and things both* ; as,

> Hamid is my *elder* son.
>
> Bashir is *older* than Rahmat.
>
> This temple is *older* than that.

Note.—The difference in the use of *eldest* and *oldest* is the same as that in the use of elder and older.

15. **Farther, further.**—*Farther* means *more far off* ; *further* means *in addition* ; as,

> Delhi is *farther* from Lahore than Meerut.
>
> Let us drop this matter without any *further* fuss.

16. **Nearest, next.**—*Nearest* shows *distance* ; *next* shows *position* ; as,

> The library is *nearest* to the Senate Hall.
>
> He lives *next* door to us.

. **17. Later, latter ; latest, last.**—*Later* and *latest* denote *time ; latter* and *last* denote *position* ; as,

Later on, he left me too and went to sea.

Haji and Mohammad read in the same class, the *latter* (Mohammad) is the cleverer of the two.

His *latest* invention is this strange camera.

This camera was his *last* invention.

18. Much, many.—*Much* shows *quantity ; many* shows *number* ; as,

There is not *much* milk left in the pot. (measure)

There were *many* men present. (to the counting)

Note.—Mark the use of *many* and *many a.* The latter takes a singular verb ; as,

Many a man *was* present there.

19. All, whole.—*All* denotes *number* ; *whole* denotes *quantity* ; as,

All the boys left the school as soon as the bell rang.

The teacher fined *the whole* class. (Mark the position of *the* in both the cases.)

I have done *all* the sums.

I have finished *the whole* of Algebra.

20. Each other, one another.—*Each other* is used for *two* persons or things, while *one another* is used for *more than two* ; as,

The two brothers fell in with *each other.*

All the Indians should learn to respect *one another.*

21. Less, fewer.—*Less* denotes *quantity,* while *fewer* denotes *number* ; as,

He gave me *less* milk than I required.

His friends are *fewer* than yours (your friends).

22. The following common errors should be carefully avoided :—

(*a*) The *first three* (not, the three first) chapters of this book are very easy.

(*b*) This hat is *superior to* (not, more superior than) that.

(*c*) Many a man *was* (not, were) killed in the battle.

(*d*) I have *no* (not, no any) friend.

(*e*) He is the author of *no fewer* (not, no less) than four books.

(*f*) She hopes to get *pass* (not, passing) marks in English.

Exercise 3

I. Select the most suitable nouns from the given list for the following Adjectives :—

Old, kind, good, great, big, clever, intelligent, honest, ugly, untidy, wholesome, sweet.

Grasp, dealer, manners, song, room, theory, deed, situation (post), crow, moment, fair, food.

II. Fill up the blanks with appropriate Adjectives :—

1. ——friends are——than mine.
2. An——mind is the devil's workshop.
3. Little knowledge is a——thing.
4. He had——hope of recovery.
5. Heavenly sympathy is——far than gold.
6. After a——day's march he had nothing but a——need for bed left.
7. A——enemy is better——a——friend.
8. Benares is——from Lahore——Allahabad.
9. Bombay is by far the——populous town in India.
10. The quinine powder tastes——.

III. Bring out distinction between the meanings of :—

(1) Dark, black; (2) quick, smart; (3) handsome, beautiful; (4) cool, cold; (5) tiresome, tired.

IV. Correct the following, *stating reasons* :—

1. Can you lend me few rupees?
2. Few friends are better than none.
3. He is cleverer than any man of this world.
4. Your brother is junior than me.

5. He was by far the best speaker than all his compeers.
6. Each one of his five brothers has a separate room to live in.
7. He has much good qualities.
8. Hamid is elder than Barkat.
9. Whole the class got up to do honour to their teacher.
10. He has no any man to do this service for him.
11. What is the last news from the front ?
12. Many a flowers are born to blush unseen.
13. Shakespeare is greater than all dramatists.
14. Give me either of these six apples.
15. Your pen is more preferable than mine.
16. I have less troubles than my brother.
17. He wanted nothing else than the first prize.
18. Peshawar is further from Calcutta than Benares.

CHAPTER IV

THE ARTICLE

1. **An** (or **A**) and **the** are the only *three* **Articles** in English language. **An** is the *first* weakened form of **one** and **A**, the weakened form of **An**. They give the general sense of **one**; so they are called **Indefinite Articles**.

The is the modified form of the Demonstrative Adjectives **this, that, these, those**. Like them it singles out a particular object or objects from the rest. It is, therefore, called **Definite Article**.

Articles behave like adjectives and are placed generally before nouns.

2. **The Use of An.**—*An* is used :—

(*a*) before a word beginning with a vowel sound; as, *an* ape, *an* elephant, *an* inkpot, *an* orange, *an* umbrella ;

(*b*) before a word that begins with a silent *h* ; as, *an* honest man, *an* honourable person, *an* hour ;

(*c*) before words beginning with a consonant having a vowel sound ; as, *an* M.L.A., *an* F.A. student, *an* S.D.O., *an* M.A. ;

For M is *em*, F is *ef* and S is *es* in sound.

(*d*) before words beginning with a sounded *h* when the accent is on the second syllable ; as, *an* historical event, *an* heroic deed, *an* hotel.

Note 1.—Nowadays 'a hotel' is more frequently used.

Note 2.—When the accent is on the first syllable, then *a* is used ; as, *a* history period.

Use of A.—*A* is used :—

(*a*) before a common noun in the singular number, beginning with a consonant sound ; as, *a* man, *a* girl, *a* tool, *a* herb ;

(*b*) before a word beginning with *u* or *eu* sounding as consonant *yu ;* as, *a* unit, *a* European, *a* usage, *a* useful thing ;

(*c*) before a word beginning with *o* sounding as consonant *wu* ; as, *a* one-eyed giant, *a* one-rupee note.

Note.—*The singular number* of the nouns *thing* and *giant* demands the use of *a* or *an* and the *sounds* with which the adjectives *useful* and *one-eyed* begin decide *which* of the two *articles* is to be used.

3. The Indefinite Article *a* (or *an*) may be used in the following sense :—

(*a*) One ; as, He has *a* book in his hand.

(*b*) A certain ; as, In the jungle there lived *an* elephant.

(*c*) A class ; as, *A* dog is never unfaithful.

(*d*) The same ; as, Two of *a* trade seldom agree.

The

4. The Definite Article **the** is used :—

(1) when we mean to speak of a *particular* person or thing, or one *already mentioned* or one *well known* to us ; as,

He shut **the** door upon him.

Once there lived **an** old man ; **the** man had three sons.

I looked for it at **the** table, but could not find it (the one on which it was expected to be lying).

(2) when a singular noun or an adjective of quality is meant to indicate *a whole class* ; as,

The cow is a gentle animal.

The rich and **the** poor alike hold him in respect.

(3) before the names of oceans, seas, rivers, mountain ranges, groups of islands, gulfs, straits, etc.; as,

the Pacific, **the** Red Sea, **the** Ganges, **the** Himalayas, **the** Andamans, **the** Gulf of Bengal, **the** Pak.

Note.—Names of peaks and cliffs do not take **the** before them; as, Everest, Kanchan Janga.

(4) before such names of the parts of a country *as are derived;* as,

The Punjab (from five rivers), **the** Deccan (from Dakshan-South), **the** United States (from their union), **the** C.P. (from central position.)

But not—The Bengal, The Assam, The Kashmir.

(5) before the *titles of books, newspapers* and *magazines*; as,

the Vedas, **the** Puranas, **the** Ramayana, **the** Holy Writ, **the** Bible, **the** Elementary Physics, **the** C. & M. Gazette, **the** Modern Review, **the** Hindustan Times, **the** National Call.

But mind:—

Correct	*Incorrect*
Shakespeare's Hamlet	Shakespeare's the Hamlet
Kalidas's Shakuntla	Kalidas's the Shakuntla
Milton's Paradise Lost	Milton's the Paradise Lost

(6) before the names of *ships, aeroplanes, wars* and some of the *historical events*:—

The Maharaja, **the** Eagle, **the** Great War, **the** Great Plague, **the** Gun-Powder Plot, **the** Mutiny.

(7) with *Superlatives*; as,

He is **the** cleverest boy in his class.

(8) before names of *things unique* of their kind or of offices with recognised rank; as,

the sun, **the** moon, **the** earth, **the** sky, **the** equator, **the** ocean, **the** King, **the** Viceroy, **the** Superintendent, **the** Principal.

(9) before certain *collective nouns;* as,

the army, **the** public, **the** bar, **the** committee, **the** press, **the** navy, **the** police, **the** council, **the** assembly.

(10) before a noun to make it *more emphatic*; as,

He won **the** day by dint of his ability.

It is **the** train by which we might have left.

This is just **the** thing he desired.

(11) before the name of *a class* or *a community* or *a nation*; as,

the Sikhs, **the** Hindus, **the** English, **the** Germans, **the** Mussulmans, **the** Christians.

(12) before the names of *directions*; as,

the north, **the** east.

(13) before an adjective of quality used to denote an *abstract quality*; as,

He is a fond lover of **the** beautiful.

(14) as an *adverb* with adjectives of comparative degree; as,

The sooner you leave, **the** better.

The older he grows, **the** more foolish he becomes.

(15) before the names of *parts of the body*:—

the teeth, **the** eye, **the** hand, **the** liver, **the** brain.

He struck him on **the** head (in place of a possessive pronoun, here his).

Omission of the Article

5. The Article is not used :—

(1) before proper, material, abstract nouns (used in a general sense); as,

Lahore, milk, kindness.

(2) before a noun used to denote a class; as,

Man is mortal.

(3) before titles used in apposition to a proper noun; as,

King Aman Ullah, *Lord* Dalhousie, *Mr.* Bell, *Head Master*, Government High School.

(4) before nouns used as complements to incomplete verbs; as,

He *took* him *prisoner*. George *became King*.

(5) before the names of single islands; as,

Ceylon, Malta, Singapore.

(6) before the names of continents, countries, cities, towns, days, months, arts, languages, sciences, diseases, subjects; as,

Asia, India, Lahore, Monday, January, Painting, Sanskrit, Chemistry, Pneumonia, Mathematics.

(7) before plural nouns used in general sense; as,

Stars shine. *Children* like sweets.

But it is quite correct to say: He found **the** children at play. (Those particular children are meant.)

(8) before a common noun in the vocative case; as,

Come along, *lad*.

(9) before common nouns going in pairs; as,

Husband and *wife* both were seriously hurt. *Father* and *son* both followed the same trade.

(10) in certain phrases made up of a preposition and a noun; as,

from head to foot, from top to bottom, from side to side, on foot, in fun, at home, to school, underground, by day, by night, by land, by water, by car, by tonga, by bike.

(11) before nouns used as objects to certain transitive verbs in phrases; as,

set sail, take courage, give ear, bring word, catch fire.

Note.—In many phrases an Article is necessary; as, on **the** one hand, on **the** other hand, on **the** contrary, to

tell you **the** truth, in **the** long run, in **the** wrong, in **the** dark, in **the** way, on **the** way, all **the** same.

Position of the Article

6. (*a*) An Article is generally placed before the Noun which it refers to ; as,

a boy, **a** book, **an** army.

(*b*) If an Adjective is used to qualify the Noun, the article comes before the adjective ; as,

a good boy, **a** red cow, Akbar **the** Great, George **the** Sixth (George VI).

(*c*) If the Adjective is preceded by *so, as, too* or *how*, the article is placed after the adjective ; as,

so good **a** lesson, *as* great **a** man, *too* difficult **a** question, *how* great **a** man.

(*d*) When a noun is preceded by *such, both, all,* the article is placed after them ; as,

such **a** book. He is *both* **a** fool and **a** knave. *All* **the** boys left the room.

Note.—Mark the use of **the** in the following :—

All the milk. The whole of milk. Whole of the milk.

Some Important Uses of the Article

7. (*a*) When proper, abstract or material nouns are used as common nouns, they are preceded by an Article ; as,

Kalidas is regarded to be **the** Shakespeare of India.

Japan is **the** Great Britain of the East.

He has **the** goodness of a saint.

The wheat of the Punjab is the best.

(*b*) The Definite Article is used in certain phrases ; as,

Cloth is sold by **the** yard ; **the** 16th of April ; **the** seven o'clock train ; **the** 3-30 p.m. train ; **the** braver of the two ; **the** eldest of all ; **the** late Nawab ; **the** Rt. Honourable Srinivas Shastri.

Repetition of the Article

8. Note carefully the difference in meaning in the following pairs of sentences :—

(*a*) **The** black and **the** white cows *are* dead. (Two cows)

The black and white cow *is* dead. (One cow, partly black and partly white)

A poet and **a** painter *are* dead.

A poet and painter *is* dead.

(*b*) When two or more Adjectives are used to qualify the *same* noun, the Article is used before the *first* Adjective only, but when they qualify *different* nouns expressed or understood, the Article is repeated before *each* Adjective.

(1) **The** proprietor and chairman is to pay a visit to the office to-morrow. (One person who is both the proprietor and chairman)

(2) **The** proprietor and **the** chairman are to pay a visit to the office. (Two persons, one the proprietor and the other the chairman)

(*c*) When two or more Nouns refer to the *same* person or thing, the Article is placed before the *first only*; when two or more nouns refer to different persons or things, the Article is repeated before each; as, we may either say, **the** third and **the** fourth chapter, or **the** third and fourth chapters.

9. The following common errors should be carefully avoided :—

(*a*) This is *news* to me. (Not, a news)

(*b*) What sort of *person* is he? (Not, a person)

(*c*) I have *a headache.* (Not, headache)

(*d*) The boys were making *a noise.* (Not, noise)

(*e*) He was in *a hurry.* (Not, hurry)

(*f*) It is *a quarter* to four by my watch. (Not, quarter)

(*g*) It has not yet appeared in *the papers.* (Not, papers)

(*h*) We are leaving by *the 5 o'clock* train. (Not, 5 o'clock)

Exercise 4

I. In the blanks below fill up '**a**', '**an**' or '**the**' whichever suits best :—

1. Yesterday it was—first day of—month.
2. —umbrella gives no protection against thunder-storm.
3. This is also—trick.
4. To tell—lie is—sin.
5. To speak—truth is—virtue.
6. He was in such—hurry that he left behind—few clothes.
7. What—knave I met!
8. We rested for—quarter of—hour.
9. He swallowed—whole egg.
10. Did you drink all—milk ?
11. —cooler the climate—softer—hair.
12. I admire—poetical works of Sir Mohammed Iqbal.
13. Gama is—Rustam of India.
14. He gave him—slap on—face.
15. —earth moves round—sun.

II. Correct the following *giving reasons* :—

1. Pen is mightier than sword.
2. I shall tell you all ins and outs of this department.
3. Thief stole away little money he had.
4. Have you read the Shakespeare's the 'As You Like It'.
5. He is Daniel come to judgment.
6. A empty box was found lying by roadside.
7. Earth is round body.
8. He always helps a poor and a needy.
9. My sister goes to the school by the tonga.
10. I am of the opinion that in such case you should offer a apology.
11. We can hire taxis by an hour.

12. He keeps the watch about the street by the night.
13. Syed brothers were important personalities of post-Aurangzeb days.
14. Elder one of Ali brothers died in November last.
15. The faith moves the mountains.

III. State five different names under each of the following heads :—

(*a*) Mountain ranges, (*b*) rivers, (*c*) single islands, (*d*) parts of the body, (*e*) three Indian and two British titles, (*f*) names of the parts of a country.

CHAPTER V

THE VERB

1. A word which states something about a noun or a pronoun is called Verb ; as,

He *walks* leisurely. The sun *shines.*

Kinds of Verbs

2. Verbs are of **two** kinds :—

(1) **Principal**, (2) **Auxiliary** or **Helping**.

I. Principal Verbs

3. (*a*) (1) The lion **sleeps** under the bush.
(2) Lucy **is sitting** in a chair.
(3) Birds **fly** in the sky.
(4) The sun **shines** brightly.

The verbs used in the above sentences express a complete idea; *the action stops with the subject.* Such verbs are called **Intransitive Verbs**.

(*b*) (1) Ram **bought** a horse.
(2) Rashid **gave** me a magic box.
(3) I **saw** him there.
(4) The farmers **are ploughing** their fields.

In the sentences given above, the action passes from the *subject* to the *object* and the verbs seem to be wanting in something to give complete sense if read only with the subject. These verbs, which require *objects* to be

placed after them to give full sense, are called **Transitive Verbs**. [The name comes from '*Transit*' (passing on; as, transit of goods from one station to another). Here the *transit of action* takes place from the subject to the object.]

Verbs of Incomplete Predication

4. (*a*) You **are** (*b*) Mohan **seems** (what ?)
(*c*) He **made** me (*d*) They **call** him (what ?)

The verbs used above obviously do not make complete sense. They require certain words to be placed after them. If we say:

You **are** *ill* ; Mohan **seems** *happy*; He **made** me *a fop*; They **call** him *names*,

the sense is quite complete. Such verbs which are intransitive but still require some other words to be placed after them to give complete sense are called **Incomplete Verbs** or **Verbs of Incomplete Predication**.

5. Incomplete verbs are found among both the kinds of verbs, *i.e.*, among the transitives and intransitives, as shown below :—

Intransitive Incomplete Verbs.—To be, to become, to seem, to appear, to look.

Transitive Incomplete Verbs.—To wish, to make, to appoint, to create, to think, to believe, to suppose, to call, to name, to find, to elect.

II. Auxiliary or Helping Verbs

6. (*a*) Verbs which do not give any sense themselves but which help other verbs to make some sense are called

Auxiliary Verbs. They can be arranged into two groups, as;

Group I.—Be and have

Group II.—Do, did; can, could; shall, should; will, would; may, might, must and let.

7. (*a*) The Auxiliary Verb *to be* has got various forms such as—

be, is, am, are and art (Present)—Form I
was, were and wert (Past)—Form II
been (Past participle)—Form III
being (Present participle)—Form IV.

All these four forms help only the present and past participles of principal verbs; as, is going, are gone, was seen, am seeing, been seen, being seen.

(*b*) The Auxiliary Verb *have* also has four forms: have, has—I, had—II, had—(Past participle) III; having —IV.

These forms are used with the past participles alone; as, have seen, has seen, had seen, having seen, had had [first had (Past, Form II); second had (Past participle, Form III)].

8 All other Auxiliary Verbs, *i.e.*, do, did, can, could, shall, should, will, would, may, might, must and let are used before the first form of verbs; as, can do, could do, may go, might go, does go, do go, did go.

9. Recapitulation :—

- Verbs
  - Principal
    - Transitive
      - Transitive Verbs of Incomplete Predication: to make, to appoint, to suppose, to wish, to create, to think, to believe, to call, to name, to find, to elect.
    - Intransitive
      - Intransitive Verbs of Incomplete Predication: to be, to look, to seem, to appear.
  - Auxiliary
    - I Group: be, have
    - II Group: do, did, can, could, will, would, shall, should, may, might, must and let.

Note.—All forms of 'be' help both present and past participles of principal verbs.

All forms of 'have' help only the past participle.

All forms of Group II *given* above help the present forms or the first forms alone and *no other form*.

10. There are, however, verbs which are used both as transitives and intransitives; as,

Intransitive	*Transitive*
Birds *fly*.	Boys *fly kites*.
He *works* hard.	How do you *work this machine* ?
He *stopped* there.	He *stopped the car* there.

11. Some verbs may be called *double transitives*, for they require two objects ; as,

I **gave** *him a book.*

He **brought** *me a piece of good news.*

a book and *a piece*, etc., are called the **Direct objects** and *him* and *me* are called **Indirect objects.**

Study :

I gave a book to him.

He brought a piece of good news for me.

12. The Auxiliary Verbs **have** and **do** are also used as **Finite Verbs** ; as,

This man *has* a cow to sell. (Possesses)

He *did* his work well. (Executed, performed)

III. Verbs, Finite and Infinite

13. (1) He has seen him there.

(2) He went there to see him.

In sentence (1), the verb *has seen* has *he* for its subject, therefore the verb 'has seen' is *limited by the number and person of the subject* ; consequently we call it a **Finite Verb.**

In sentence (2), *to see* has no subject but it *merely states an action.* It is, therefore, unlimited by number and person. Therefore, we call it **Infinite Verb** or simply **Infinitive.**

14. The *Infinitive* may be used as follows :—

(*a*) **To err** is human (noun—subject to 'is').

I very much like **to play** (noun—object to 'like').

It is easier **to say** than to do (noun—in the same case as 'it'; in apposition to it).

I shall make him **(to) tell** the whole story (complement).

Man is **to die** (complement).

(*b*) To do the work of an adjective or an adverb; as,
I have a house **to let.**
Off and on, he comes **to see** me.

15. There are certain verbs with which the infinitives drop their '**to**'; as,

Bid, dare, behold, feel, hear, know, let, please, observe, need, watch, help.

Usage :—I **bade** him **go** home.
He **dare** not **tell** me tales.
I **heard** him **say** so.
Let him **go.**
He **need** not **help** me.
He **watched** him **do** this.
I **helped** him **ride** the horse.

Exercise 5

I. Pick out Transitive and Intransitive Verbs from the following sentences :—

1. He found the house gone to decay.
2. This was an unkind cut indeed.
3. His mind now misgave him.
4. He called loudly for his wife and children.
5. Rip bethought himself a moment and inquired, " Where's N. Vedder ? "
6. The wandering rupee rambled from pocket to pocket.
7. Him I cannot bear to see.
8. Lies tell he must.

II. In the list given below there are all incomplete verbs, both Transitive and Intransitive. Make sentences using them properly :—

Appear, make, become, think, look, call, find, wish, believe and elect.

III. (*a*) Give at least five examples of verbs which take double objects after them.

(*b*) Construct sentences and point out the direct and the indirect objects.

IV. Study the work of the Infinitive in the following :—

(1) To carry tales is no honourable work.

(2) I hope to see him within this week.

(3) He is about to leave for England.

(4) It is foolish to think so.

(5) He came to report the matter to me.

V. Point out the Infinitives in the following :—

(1) You need not worry.

(2) He bade the servant follow him quietly.

(3) I shall make him apologise.

(4) He dared not advance for fear of death.

(5) I helped him get out of the pit.

IV. Mood

16. Mood represents **mode** or **manner** in which the action denoted by the verb is expressed.

(*a*) (1) The lamp burns dimly.
(2) Will you see me to-morrow ?
(3) We looked for him here and there, but could find him nowhere.

The verbs in the above sentences make a plain statement in a positive, negative or interrogative sense, *i.e.*, they merely *indicate* the action ; therefore they are said to be in the **Indicative Mood**.

(*b*) (1) Only if I could get help in time, I would have succeeded.
(2) I wish I could help you.
(3) He ran hard that he might reach in time.
(4) Perhaps it may rain to-morrow.

In the above sentences, the verbs do not assert any thing as a *fact* but express *doubt, condition, supposition* or *purpose*. Such verbs are said to be in the **Subjunctive Mood.**

(*c*) (1) Take your seat.
(2) Pray, have pity on me.
(3) Pardon me, sir !

Verbs in the above sentences express *command* or *request.*

These verbs are said to be in the **Imperative Mood.**

Note.—All verbs in the **Imperative mood** have '**you**' as their subject. Generally the subject remains *understood.*

(*d*) I wish to see him.
Let him try to do so.

In the above sentences, the verbs *to see* and *to do* state actions which never reach their conclusion. They are unlimited or infinite. Such verbs are said to be in the **Infinitive Mood.**

Thus there are **four** moods in which verbs can assert themselves :—**Indicative, Subjunctive, Imperative** and **Infinitive.**

V. The Participle

17. (1) He told me many **interesting** stories.
(2) The sailors searched earnestly and long, but could not discover the **hidden** treasure.
(3) He is the greatest **living** man to-day.
(4) Get these **broken** chairs replaced by new ones.

In the above sentences, *interesting, hidden, living* and *broken* have been formed from the verbs *interest, hide, live* and *break,* and they qualify the nouns placed after them like adjectives. These are, therefore, called **Verbal Adjectives** or **Participles.**

Present Participle

18. (1) I saw him **playing** on the field.
(2) He left the room **saying** that he would never show me his face again.
(3) **Hearing** this, he burst into laughter.
(4) He was fully conscious of the **coming** danger.

The above Participles ending in *ing* denote *unfinished actions* and are called **Present Participles.**

Past Participle

19. (1) I gathered the **scattered** bits of paper.
(2) I wish to see it **done** very soon.
(3) The **defeated** army fled in disorder.
(4) The **wounded** soldier was admitted to the hospital.

Participles used above ending in *ed* or *en* denote *finished* actions. They are called **Past Participles.**

Perfect Participle

20. (1) **Having read** the book, I returned it to the owner.
(2) **Having come** to know that you were not to return, I set off alone.

The above Participles show *the completion of one work* and *the beginning of another.* These are, therefore, called **Perfect Participles.**

21. Use of Participles.

Present Participles act like *adjectives* and *nouns*; as,

His *charming* manners win every one over to his side. (Adjective)
Running is a good exercise. (Noun)
I found him *weeping.* (Complement)

Past Participles act as *qualifying adjectives* and as *complements*; as,

Stolen property was discovered in his godown. (Adjective)
He looks *tired.* (Complement)
Together they form *absolute phrases*; as,
The sun having set, we returned home.
It being very cold, I kept indoors.
The work having been finished, we set out for a walk.
The child being seriously ill, his father removed him to the hospital.

Note.—Each of these phrases is quite independent of the rest of the sentence ; hence these phrases are called **Absolute Phrases.**

The Nouns or Pronouns like *the sun, it, the work* and *the child* used in them are examples of the **Nominative Absolute.**

Exercise 6

I. Say in what mood the verbs in the following sentences are :—

1. Do you need a guide to take you round ?
2. Dependence is a sin.
3. Only if I had not trusted that knave !
4. I wish you could succeed in your venture.
5. Will it be possible for you to finish your work by to-morrow ?
6. Sit here and wait a while.
7. Pray, do lend me your telescope.
8. Come what may, I will go to Amritsar to-day.
9. To be, or not to be, is the question.
10. It is after all human to err.

II. Select Participles, present and past, and say what function they perform :—

1. He passed coughing and hiccoughing thoughtfully through the verandah.
2. Draw a map showing the route followed by Clive from Madras to Arcot.
3. He was accused of doing great mischief to the Crown.
4. In the morning she looked a little disappointed.
5. My dog came running round me.
6. Arjan stepped to the appointed station and shot his arrow on the designed target.
7. The schoolboy was glad of the excuse of dressing his mother's wound.
8. A pound of salted hide had been doled out to every fighting man.
9. Let bygones be bygones ; we cannot undo the past.
10. Time once lost cannot be recalled.

III. Fill up the blanks in the following :—

1. The—soldier was carried to the hospital.
2. —the cries, the people came out into the street.
3. His health was—down by hard labour.
4. I wonder what he has—with the money received by him from his father's policy.
5. —we stand,—we fall.
6. Money—is ill-spent.
7. This is a medicine thoroughly—and—.
8. With hands—he begged his pardon.
9. There were men—about the fire.
10. —into the river, god Mercury brought out a silver axe.

VI. The Gerund

22. **Driving** a car requires great skill.
Plucking flowers is strictly prohibited.
Taking risks everywhere will never pay.

Driving, plucking, taking—all *ing forms* of principal verbs—stand as subjects to their verbs and also govern the objects, *a car, flowers, risks.*

Such **ing forms** of verbs performing double function are called **Gerunds.**

The driving of a car requires great skill.
Gambling is a sin against society.

'Driving' and 'gambling' in the above serve only as subjects to the verbs 'requires' and 'is'. They are called **Verbal Nouns.**

23. Other uses of the Gerunds and Verbal Nouns :—

I hate *playing* pranks. (Object)
He is fond of *reading* novels (governed by 'of').
Seeing is *believing.* (Complement)
Stop *bragging.* (Object)

VII. Conjugation of Verbs

24. Conjugation of verbs means showing their chief forms. From the conjugation point of view, verbs may be classified in two forms—*strong* and *weak.*

(*a*) *Strong Verbs* form the past tense by merely changing some inside vowel of the original form without adding anything to it; as, blow—blew, break—broke, eat—ate.

(*b*) *Weak Verbs* form their past tense by the addition of such suffixes as *d*, *ed* or *t*, with or without bringing any change in the internal vowel of its original form; as, love—loved, bring—brought.

25. Conjugation of Strong Verbs.

Present	*Past*	*Past Participle*
Abide	abode	abode
Arise	arose	arisen
Awake	awoke	awoke
Awaken	awakened	awakened
Bear (produce)	bore	born
Bear (carry or suffer)	bore	borne
Beat	beat	beaten
Become	became	become
Beget	begot	begot, begotten
Begin	began	begun
Behold	beheld	beheld, beholden
Bid	bade, bid	bidden, bid
Bind	bound	bound, bounden
Bite	bit	bitten, bit
Blow	blew	blown
Break	broke	broken
Chide	chid	chidden
Choose	chose	chosen
Cleave	cleft, clove	cleft, cloven
Cling	clung	clung
Come	came	come
Crow	crew	crowed
Dig	dug	dug
Do	did	done

Present	*Past*	*Past Participle*
Drink	drank	drunk, drunken
Drive	drove	driven
Eat	ate	eaten
Fall	fell	fallen
Fight	fought	fought
Find	found	found
Fling	flung	flung
Fly	flew	flown
Forbear	forbore	forborne
Forget	forgot	forgotten
Forsake	forsook	forsaken
Freeze	froze	frozen
Get	got	got, gotten
Give	gave	given
Grow	grew	grown
Hang	hung, hanged	hung, hanged
Hide	hid	hid, hidden
Hold	held	held
Know	knew	known
Lie	lay	lain
Ride	rode	ridden
Rise	rose	risen
Ring	rang	rung
Run	ran	run
See	saw	seen
Shake	shook	shaken
Shine	shone	shone
Shrink	shrank	shrunk
Sing	sang	sung
Sink	sank	sunk, sunken
Sit	sat	sat, seated
Slay	slew	slain
Slide	slid	slid
Sling	slung	slung
Smite	smote	smitten, smit
Speak	spoke	spoken

Present	*Past*	*Past Participle*
Spin	spun	spun
Spit	spat	spat
Spring	sprang	sprung
Stand	stood	stood
Stave	staved	staved
Steal	stole	stolen
Stick	stuck	stuck
Sting	stung	stung
Stink	stank	stunk
Stride	strode	stridden
Strike	struck	struck, stricken
String	strung	strung
Strive	strove	striven
Swear	swore	sworn
Swim	swam	swum
Swing	swung	swung
Take	took	taken
Tear	tore	torn
Throw	threw	thrown
Tread	trod	trod, trodden
Wear	wore	worn
Weave	wove	woven
Win	won	won
Wind	wound	wound
Wring	wrung	wrung
Write	wrote	written

Common Group

Crow	crowed, crew	crowed, crown
Grave	graved	graved, graven
Hang	hung, hanged	hung, hanged
Hew	hewed	hewn
Load	loaded	laden
Melt	melted	melted, molten
Mow	mowed	mown
Rot	rotted	rotted, rotten

Present	*Past*	*Past Participle*
Saw	sawed	sawn
Sew	sewed	sewn
Shave	shaved	shaven
Shear	sheared	sheared, shorn
Show	showed	shown
Sow	sowed	sown
Stave	stove, staved	stove, staved
Strew	strewed	strewn
Swell	swelled	swollen
Thrive	throve, thrived	thriven, thrived
Wash	washed	washed
Writhe	writhed	writhed, writhen

26. Conjugation of Weak Verbs.

Group I

Bend	bent	bent
Build	built	built
Gild	gilt, gilded	gilt
Gird	girt, girded	girt
Lend	lent	lent
Rend	rent	rent
Send	sent	sent
Spend	spent	spent
Wend	went, wended	wended

Group II

Burn	burnt	burnt
Creep	crept	crept
Deal	dealt	dealt
Dream	dreamt, dreamed	dreamt, dreamed
Dwell	dwelt	dwelt
Feel	felt	felt
Kneel	knelt	knelt
Keep	kept	kept
Lean	leant, leaned	leant, leaned
Mean	meant	meant

Present	*Past*	*Past Participle*
Smell	smelt	smelt
Spill	spilt	spilt
Spoil	spoiled, spoilt	spoiled, spoilt
Sweep	swept	swept
Weep	wept	wept
	Group III	
Beseech	besought	besought
Bring	brought	brought
Buy	bought	bought
Catch	caught	caught
Dare	dared	dared
Owe	owed	owed
Seek	sought	sought
Sell	sold	sold
Teach	taught	taught
Tell	told	told
Think	thought	thought
Work	worked, wrought	worked, wrought
	Group IV	
Bet	bet	bet
Burst	burst	burst
Cast	cast	cast
Cost	cost	cost
Cut	cut	cut
Hit	hit	hit
Hurt	hurt	hurt
Let	let	let
Put	put	put
Rid	rid	rid
Set	set	set
Shed	shed	shed
Shut	shut	shut
Slit	slit	slit
Split	split	split

Present	*Past*	*Past Participle*
Spread	spread	spread
Sweat	sweat	sweat
Thrust	thrust	thrust

Group V

Bleed	bled	bled
Feed	fed	fed
Lead	led	led
Light	lit, lighted	lit, lighted
Meet	met	met
Read	read	read
Shoot	shot	shot
Speed	sped	sped

27. The conjugation of the following verbs deserves careful attention :—

Fall	fell	fallen
Fell	felled	felled
Flee	fled	fled
Flow	flowed	flowed
Fly	flew	flown
Lay	laid	laid
Lie	lay	lain
Loosen	loosened	loosened
Lose	lost	lost
Can	could	
Shall	should	
Will	would	
May	might	
Must	must	
Let	let	

Note.—These Auxiliary Verbs do not have their III form.

28. Most of the participles formed by adding *en* or *ed* are chiefly used as Verbal Adjectives only. The more common are the following :—

Bounden, drunken, sunken, stricken, shrunken, gotten, hidden, hanged, hewn, sewn, cloven, shorn.

29. Verbs Irregularly Conjugated

Present	*Past*	*Past Participle*
Flee	fled	fled
Have	had	had
Lay	laid	laid
Leave	left	left
Lose	lost	lost
Make	made	made
Pay	paid	paid
Say	said	said
Shoe	shod	shod

Exercise 7

I. Point out Gerunds and Verbal Nouns in the following :—

1. Biking breathlessly, round and round went the race-runners.
2. Eating time in and time out does harm to health.
3. The engine came puffing into the yard.
4. Seeing is believing.
5. Keeping the enemy at bay, Horatius and his comrades defended the bridge.
6. By educating the Turks, Kemal reformed Turkey.
7. On entering the Science Hall, we saw objects of great wonder.
8. Knowing very well that he would be overtaken by the flames, Casabianca did not move an inch from his post.

II. Write out the three forms of the following verbs and also give the ing-form :—

Raise, fall, fell, lie, lay, bear.

III. (*a*) Add a suitable helping verb in the blanks below to make a finite verb :—

—taken, —been done, —being run, —not hit, —go, —going.

(*b*) Add the suitable form of any verb after the following helping verbs :—

do not—, would have—, is—, is—written, had been—, will be—.

VIII. Tenses

30. The word **Tense** means **time**.

Read the following sentences :—

(*a*) (1) He *stands* still.
(2) He *gets* up at five every day.

(3) You *have spoiled* the game.
(4) When *do* you *expect* him here?

The verbs in the above sentences show that action is being done at the *present* time. These verbs are said to be in the **Present Tense.**

(*b*) (1) He *lighted* the lamp.
(2) It *blew* very hard yesterday.
(3) They had *finished* their work before my arrival.
(4) *Did* you *see* him off at the station?

The verbs in the above sentences show that the action took place *in the time gone by, i.e.*, in the *past* time. These verbs are said to be in the **Past Tense.**

(*c*) (1) Sohan *will* soon *arrive.*
(2) I *shall* not *keep* you waiting.
(3) Our teacher *will have taught* the lesson before recess.
(4) *Will* you *accompany* me?

The verbs in the above sentences show that action is expected to take place at some *future* time, *i.e., time yet to come.* These verbs are said to be in the **Future Tense.**

Thus there are three main divisions of time:— **Present tense, Past tense** and **Future tense.**

IX. Forms of Tenses

31. Each tense has **four** forms:—

		Present Tense	*Past Tense*	*Future Tense*
I.	**Indefinite**	I work	I worked	I shall work
II.	**Continuous**	I am working	I was working	I shall be working
III.	**Perfect**	I have worked	I had worked	I shall have worked
IV.	**Perfect Continuous**	I have been working	I had been working	I shall have been working

The first shows *unfinished* action in the present, past and future, therefore it is called **Indefinite.**

The second shows action *going on* in all the three tenses, hence it is called **Continuous** (from 'continue' to run on.) It is formed with the help of ing-form, Present Participle.

The third shows action *perfected*, *completed* and *sealed* just then, hence it is called **Perfect.**

The fourth shows action *begun in the past* and *continuing till now.* So it is called **Perfect Continuous.** In it 'have been' indicates perfection and the ing-form indicates continuity.

There are in all twelve tense forms, as the following table shows for the verb 'to see':—

Tense	**Indefinite**	**Imperfect or Continuous**	**Perfect**	**Perfect Continuous**
Present	I see	I am seeing	I have seen	I have been seeing
Past	I saw	I was seeing	I had seen	I had been seeing
Future	I shall see	I shall be seeing	I shall have seen	I shall have been seeing.

32. Uses of the different forms of Tenses.

The **Present Indefinite** is used :—

(1) to express what is *actually* going on at the present moment; as,
The servant *works*. The child *sleeps*.

(2) to denote a *habitual action*; as,
He *gets* up at ten. (It is a habit with him)

(3) to express a *universal truth*; as,
The sun *rises* in the east.

(4) to express historical facts that took place in the past; as,
Now Alexander *advances* with his forces.

(5) to express some future event, already decided upon; as,
We *leave* for Lahore to-morrow morning.

33. The **Present Continuous** expresses an *action still going on* at the present moment; as,
(1) He *is writing* a letter.
(2) They *are playing* football.

34. The **Present Perfect** is used :—

(1) to denote an action that has just been completed; as,
He *has read* this book.
(2) to express some past action that is still continuing; as,
I *have lived* in this house for four years.

Note.—To distinguish the *Present Perfect* from the *Past Indefinite*, read the following sentences carefully :—
(1) I *have read* in this school five months. (I am still reading in the same school.)
(2) I *read* in this school five months. (I am no longer in this school.)

35. The *Present Perfect should not be used* if any expression expressive of the Past is used; as,

	Incorrect	*Correct*
(1)	I *have written* him a letter *yesterday*	I wrote him a letter yesterday.
(2)	I *have arrived* here only a minute *ago.*	I arrived here only a minute ago.
(3)	I *have passed* the Matriculation *in 1936.*	I passed the Matriculation Examination in 1936.

36. The **Present Perfect Continuous** indicates that the action that began in the past has been going on up till now; as,

(1) He *has been suffering* from fever since last evening.

(2) I *have been thinking* of calling upon you for two weeks.

37. The **Past Indefinite** is used :—

(1) to denote a simple action in the past; as,
He *left* for Ludhiana by the morning train.

(2) to denote a habitual action in the past; as,
The king *held* a durbar every year.

Note.—It is also correct to say :—

The king **used to hold** a durbar every year.
Used is past indefinite, **to hold** is an infinitive.

Its **Present Indefinite** *form* **use** *is never used like this.*

38. The **Past Continuous** is used to denote that an action was going on at some time in the past; as,

(1) He *was reading* a novel when he heard a knock at the door.

(2) She *was crying* piteously, for she had lost her only child.

39. The **Past Perfect** denotes an action that began in the deep past and was completed at some past time; as,

(1) I *had taken* my bath before you *arrived.* (What took place first ? Bath or arrival.)

(2) He *arrived* at the station after the train *had left.* (Leaving of the train came first.)

Note 1.—When two actions of the past are to be referred to in a sentence, the one that took place first must take *Past Perfect*, and the other that took place afterwards should take *Past Indefinite*; as,

The train *had left* before he *arrived.*

Note 2.—The *Past Perfect* is never used unless it bears a *contrast* (or reference) to some Past Indefinite Tense; as, it is *incorrect* to say, 'I had reached there' unless we add to it the clause "even before he arrived ", or we must say, " I went there ".

Note 3.—*In a* **simple sentence** *we never use* **Past Perfect Tense**, *unless it has in it some* such *words as* **still, before, already**, etc.; as,

I *had* never *seen* a lion **before.**

40. The **Past Perfect Continuous** denotes an action that was finished at a certain time in the past after having been continuous for some time up till then ; as,

He *had been crying* for hours together before I arrived to console him.

41. The **Future Indefinite** is used to denote a simple action that is expected to take place in the time yet to come ; as,

I *shall tell* you everything.

Note 1.—The *Future Indefinite* may sometimes be substituted by either the *Present Indefinite Tense* or the *Present Continuous Tense* with a slight change of sense ; as,

I shall go to Lahore to-morrow. (No certainty)
I go to Lahore to-morrow. (Decision made) or
I am going to Lahore to-morrow. (Positive certainty)

Note 2.—The *Future Indefinite* may sometimes be used for the *Present Indefinite Tense* or for an *Imperative Verb*; as,

I will just tell you what the matter is.
You may please stay here.

42. The **Future Continuous** denotes an action that is expected to be going on at some time in the future ; as,

I *shall be watering* his plants then.

43. The **Future Perfect** denotes an action that will be completed at some time in the future ; as,

I *shall have finished* this work by the time you come back.

44. *In* **Adverbial Clauses** *of the Future Tense showing time, condition, place, comparison, manner and cause, the verbs are put in the Present Indefinite Tense, the Future Tense being used in the Principal clause only*; *as*,

If you *go* (not, shall go) there, I *shall accompany* you.
I *shall take* him to task when I *meet* (not, shall meet) him.
If you *be* (not, will be) honest, I *will help* you.

Exercise 8

I. Name the different forms of tenses of the Verbs used in the following :—

(1) I have lived here for five years. (2) Do you wish to accompany me? (3) He will not leave to-day. (4) They were ploughing. (5) I have been waiting for you for two hours. (6) Had you come back in time, I would have left for Lahore. (7) What are you doing? (8) The gardener is watering the plants. (9) I shall be working in the office at this hour to-morrow. (10) Where have you been all these days? (11) I shall have finished it by to-morrow morning. (12) Where did he go to? (13) He brought me a gold ring. (14) He had been reading the Holy Quran before. (15) Dogs bark at night.

II. Supply the correct tense of the Verbs enclosed in brackets :—

(1) I (begin) reading this novel last night. (2) I (leave) for Lahore on the 18th ultimo. (3) My brother (see) you at yours to-morrow. (4) I (finish) it by this evening. (5) My father (know) him well. (6) When I (arrive) at the station, the train had left. (7) No sooner did I see him than I (get up) to receive him. (8) Boys (go) to school at ten. (9) Mohan (make) mischief and was punished. (10) I (wait) for you for the last fortnight.

III. Rewrite the following story, changing the Verbs into the Present tense :—

One bleak night, a farmer happened to be out on some errand. He saw a snake half dead with cold lying beside the road. He took pity on him and picked him up by the tail. The snake being almost frozen to death could not even move his head. The farmer having got home, put him near the fire-place to provide him warmth. The snake soon felt warm and revived, but kept still. A two-year-old child of the farmer was attracted by his variegated skin and touched him. No sooner did the child do so than the serpent put out his fangs and turned to bite him. The farmer, who happened to be near, hastily drew the child back and seizing a club smashed the head of the serpent, saying, " You wretch, you have taught me never to take pity on an enemy in whatsoever sad plight he may be."

IV. Correct errors in the use of tenses in the following sentences :—

(1) He has come back last night. (2) I have passed the B.A. examination in April last. (3) Ram had done this unknowingly. (4) He has been ill since he has come here. (5) He

will do it if you will ask him. (6) The train left before I arrived at the station. (7) I had never seen him. (8) I will see you when you will send for me. (9) He reached the school after the bell rang. (10) He is ill since Thursday.

V. (*a*) Reproduce the following sentences, changing the Verbs into the Future tense:—

1. His wife was a capable and thrifty woman.
2. She was fortunate in having a hard-working daughter-in-law.
3. They had only one idle mouth to feed.
4. I was comfortably off in the prime of life.
5. Then he fell asleep and slept till morning.

(*b*) Reproduce the sentences given below in the Past tense :—

1. Perhaps he has passed me.
2. The folk are astonished that so sensible a man has acted so foolishly.
3. A nice coil I have got myself into.
4. The rich peasant has shown no mercy, but has said, "Bring me the money."
5. I may be well-nigh fifty next year.
6. His voice quivers and he can speak no more.
7. She works without stopping, and eats little.
8. They take me for a stranger, though I have stayed among them for a decade.
9. He cannot work, unless he has good tools.
10. One day a lion really appears, then the lad begins to cry.

X. Voice

45. (1) Mohan *killed* a deer.

(2) A deer *was killed* by Mohan.

In the two sentences given above, the same fact has been stated in two different ways. In sentence (1) the subject acts, it is the agent of the killing process, but in sentence (2) the subject seems to be *inactive as if it were itself being acted upon.* The verb in sentence (1), *where* the *subject acts*, is said to be in the **Active Voice**, while that in sentence (2), *where* the *subject* being inactive

seems to be acted upon, is said to be in the **Passive Voice**. The **Voice** primarily *belongs to the verb*; of course some minor changes have to be made throughout the sentence.

46. Changing a Verb into Passive Voice from Active :—

To convert a verb from *Active* into *Passive* form, the same tense of the verb *to be* as that of the Finite Verb in the Active Voice is placed before the *Past Participle* of the Finite Verb; as,

sees	becomes	is seen
see	,,	are seen
saw	,,	was seen
is seeing	,,	is being seen
has seen	,,	has been seen
was seen	,,	was being seen
had seen	,,	had been seen
will see	,,	will be seen
will be seeing	,,	will be being seen
will have seen	,,	will have been seen

'**Sees**' helps us select '**is**'—the *corresponding form* of 'to be'. To it we add III Form of 'sees'—*seen*. Similarly **saw**—II Form of '**see**', suggests '**was**', II Form of '*be*' and '*seen*' is added to it. **Seeing** suggests **being**, **seen** suggests **been**.

Note.—*Perfect Continuous*, however, *is not expressed in the Passive Voice.*

47. Transformation of Sentences of the Active Voice into Passive Voice.

A sentence in the *Active Voice* may be turned into the *Passive Voice* :—

(1) By interchanging the cases of the subject and the object, *i.e.*, by putting the object into the *Nominative case* and the subject into the *Objective case* (object to some preposition, generally '**by**').

(2) By using the *Past Participle* form of the verb in the Active Voice *preceded* by the same tense form of the verb *to be* as the verb in the Active Voice (as shown in the previous article). For instance, 'I have read this book' may be changed into 'This book has been read by me'. 'The boy is learning his lesson' may be changed into 'His lesson is being learnt by the boy'.

Note 1.—Care should be taken to see whether the verb in the Passive Form agrees with the subject in the new sentence or not; as,

'He reads many books at a time' in the Passive Voice becomes 'Many books *are read* (not is read, as reads signifies) by him at a time'.

Note 2.—Only **Transitive Verbs** can be turned into the *Passive Form,* since an **Intransitive Verb** *has no object.*

48. If there are two objects in a sentence in Active Voice, one *Direct* and the other *Indirect*, either of them can be made subject in the sentence of the Passive Form and the other will remain as it was in the Objective case; as,

Active	*Passive*
He gave *me a book.*	'A *book* was given me by him' or '*I* was given a book by him'.

Note.—The object that remains object is called the **Retained Object.**

49. The Active Voice is used when the subject is intended to be made prominent; the Passive, when the object is desired to be made prominent; as,

Mohan hit the ball. *Sir John Moore* was buried by his companions at dead of night.

50. When the doer of the action is not known or is not intended to be known, we use the Passive Voice; as,

He was shot dead at dead of night.

The dead body of the warrior was brought home by his friends.

51. Some Typical Examples of Transformation of Active into Passive :—

Active	*Passive*
(1) He *knew* me.	I was *known to* him.
(2) It *contains* milk.	Milk is *contained in* it.
(3) I *hope* to go there very soon.	It *is hoped* by me that I *shall* go there very soon.
(4) *They say* he is a fool.	It *is said* that he is a fool.
(5) He *laughs* at me.	I *am laughed at* by him.
(6) *Do* this work.	*Let* this work *be done* by you.
(7) Please *give* me this book.	Please let this book *be given* me.
(8) *Do* you see him every day ?	*Is* he *seen* by you every day ?
(9) Who *has broken* this chair ?	By whom *has* this chair *been broken* ?
(10) Somebody *has stolen* my slate.	My slate *has been stolen.*
(11) The Police Officer *ordered* the thieves to be confined in the lock-up.	The thieves *were ordered* by the Police Officer to be confined in the lock-up.
(12) The Head Master *ordered* the unlocked cycles to be taken to the office.	The unlocked cycles *were ordered* by the Head Master to be taken to the office. *or* (They) *were ordered* by the Head Master to take the unlocked cycles to the office.

	Active	Passive
(13)	The examiner who *is looking over* your papers will come to your class to-morrow.	The examiner by whom your papers *are being looked over* will come to your class to-morrow.
(14)	People who live in houses of glass *should not throw* stones on others.	Stones *should not be thrown* on others by people who live in houses of glass.
(15)	Many years ago an old woman *kidnapped* a child whose father *had killed* her husband.	A child, by whose father an old woman's husband *had been killed, was kidnapped* by her many years ago.

Exercise 9

I. (*a*) Give all the possible corresponding Passive voice constructions of the following verbs :—

Stole, is helping, ran, did not catch, has done, objected, had deceived, was building.

(*b*) Give the corresponding Active forms of :—

Have been given, was being run, has been discovered, should take, must believe.

(*c*) Add a suitable subject and extension of the predicate to each of the above verbs in both the exercises.

II. Change the voice of the verbs in the following sentences from Active to Passive :—

(1) Ali wrote a letter to his father. (2) Mohan has done his home task. (3) Boys are flying kites. (4) My brother is reading a novel. (5) Ram Singh will buy a horse. (6) Mohan loves his sister. (7) Babar defeated Ibrahim in the battle of Panipat. (8) I promised him a reward. (9) This boy has won the medal. (10) He will not mind this trouble. (11) The boys laughed at the poor old man. (12) Please post this letter. (13) He has put on a new coat. (14) I expect him to be here before long. (15) Has he promised you his help?

III. Change from Passive to Active form :—

(1) This table was made by a carpenter. (2) A letter is being written by me to my father. (3) This map has been drawn by Hamid. 4) Much can be said on both sides of the matter. (5) He was laughed at by his friends. (6) The chair was broken and Ram was punished by the teacher. (7) Wheat is sown in the month of November. (8) It is held that he was a murderer. (9) Such a blunder cannot be committed by even a beginner. (10) He will be shocked if he is defeated. (11) He was obliged to leave Lahore. (12) Let it be finished within an hour. (13) Has he been dismissed from the office? (14) By whom was this poem written? (15) You are requested to see me at 4 p.m. to-day.

XI. Uses of Auxiliary Verbs

52. 'Shall' and 'Will'.

(*a*) (1) **Shall** with the **1st person** denotes *simple future*; as,

I *shall* see you at yours to-morrow morning.

(2) **Shall** with the **second** and **third persons** expresses either a *command* or a *promise*; as,

You *shall* leave by the first train to-morrow.
He *shall* get his due share.

(3) **Shall** with the **second** and **third persons** also denotes either a *threat* or *determination*; as,

You *shall* account for it. (Threat)
You *shall* do as I bid you do. (Determination)
He *shall* repent afterwards. (Threat)
He *shall* yield to it. (Determination)

(*b*) (1) **Will** with the **first person** denotes *willingness*, *promise*, *threat* or *determination*; as,

I *will* call in the doctor as soon as it is morning. (Willingness)

I *will* pay you to-morrow. (Promise)

I *will* hand you over to the police if you do not leave at once. (Threat)

I *will* get it done by to-morrow (Determination)

(2) **Will** with the **second** and **third persons** denotes *simple future*; as,

You *will* find the book very interesting.
They *will* leave this place to-morrow.

53. (*a*) In **interrogative** sentences, *will is not used at all with the first person*; only **shall** is used; as,

Correct	*Incorrect*
Shall I have it?	Will I have it? (The speaker knows his own willingness best; who else can say anything about it?)

(*b*) When subject is in the *second* and *third persons*, *shall* and *will* both are used according to the answer expected; as,

Shall you see us to-day? (Yes, I shall.)
Will he arrive in time? (Yes, he will.)

54. '**Will you**' is most commonly used for asking *a favour*; as,

Will you, please, lend me a helping hand?

55. Would and Should.

Would and **should** are subject to the same rules as **will** and **shall**. **Should**, however, expresses:—

(1) *Duty*:—We *should* obey our parents.
(2) *A future event*:—He told me that he *should* go there.
(3) *Supposition*:—*Should* he give me the book now, I shall not accept it.

Similarly **would** expresses:—

(1) *Wish*:—*Would* that the prince had come by now!
(2) *A future event*:—He told me that he *would* return the next day.
(3) *A habit*:—He *would* get up early in the morning and take to his work.
(4) *A polite order*:—*Would* you fetch me some milk?
(5) *Determination*:—They *would* set off, though it rained very hard.

56. May and Might.

(*a*) **May** expresses :—

(1) *Possibility* :—He *may* return by to-morrow.
(2) *Permission* :—You *may* have it, if you like.
(3) *Purpose* :—He works hard so that he *may* get through.
(4) *Wish* :—*May* he live long!

(*b*) **Might** being the past tense of *may* is used to express :—

(1) *Possibility* :—He *might* have succeeded, if you had helped him.
(2) *Suggestion* :—You *might* consult a doctor.
(3) *Purpose* :—He ran hard so that he *might* catch the train.
(4) *Wish* :—I prayed that he *might*, yet, be saved.

57. Can and Could.

Can is the *present* form and **could** its *past* form. Both of them show *power, strength* or *authority to do an act,* the former in the present and the latter in the past; as,

I *can* do it easily. (I have the strength or authority to do it.)
He *can* come to me at any time. (He has a claim or authority.)
They *could* not pay off the debt. (Had not the power or strength.)

Note.—Remember **cannot** is *one word* and should not be written as *can not;* but this is *not so* with **could not** or any other auxiliary verb; as,

'I *cannot* do it'; but 'I *could not* do it'.

58. Some Common Phrases involving Can or Could.

Cannot but.—I *cannot but* reject your application, for it does not bear your guardian's signature. (But= except; cannot do anything else except rejecting .....)

Could not but.—I *could not but* laugh at his foolish act.

Cannot help.—I *cannot help rejecting* your application, for it does not bear the signature of your guardian.

59. Ought expresses *duty* or *moral obligation* to do some work; as,

He *ought* to respect his father.
They *ought* to have helped their friends.

60. Must expresses *moral necessity* and *determination*; as,

He *must* apologise for his conduct.
However hard it may rain, I *must* go.

61. Must needs.

We *must needs* take exercise daily to keep ourselves fit.

Exercise 10

I. Fill up the blanks with *shall* or *will* as the sense requires. Also say what each implies in its setting:—

(1) I hope he—come back by the evening. (2) We—not let them mock at us. (3) He—pay for this injustice. (4) I—let you know what it means. (5) —you do this for me? (6) I—never commit such a blunder again. (7) The time—come when you—hear me. (8) I—not do it for the whole world. (9) They think they—succeed. (10) If you do not come in time, you—be fined. (11) In all probability, he—fail. (12) He—do it whether he likes it or not. (13) —he return in time? (14) If you oppress somebody, you—be oppressed hereafter. (15) He—escape punishment if he speaks the truth.

II. Distinguish between the following pairs of sentences:—

(1) He will do it.	He shall do it.
(2) He may do it.	He can do it.
(3) He should do it.	He ought to do it.
(4) He ought to do it.	He must do it.

III. Correct the following sentences:—

(1) I think I will be equal to the task. (2) Will I be allowed to go? (3) Shall he see you this evening? (4) Shall you help me in this matter? (5) In a few days we will find him sufficiently improved. (6) Shafi shall not mind it if you pay him for it. (7) Never shall I show you my face again. (8) We will see if we can help it. (9) You shall get the prize if you work hard. (10) I expect you shall be here in time.

CHAPTER VI

THE ADVERB

1. (1) Birds sing *sweetly*.
(2) It is *very* hot to-day.
(3) *When* did he leave for the farm ?
(4) *Luckily*, his father arrived at the very moment.
(5) He can do it *more* efficiently than you can.

The words in italics in the above sentences denote the *time, manner, place* and *degree* of the action done. Such words as modify verbs are called **Adverbs.**

2. **The Function of an Adverb.**

(*a*) An Adverb may modify **a Verb** ; as,
He moves *slowly*. They departed *happily*.

(*b*) An Adverb may modify **an Adjective, Present Participle** or **Past Participle** ; as,

(1) The prisoner looks *very* sad. (Adjective)

(2) It is *very* surprising as to how he came by that precious ring. (Present Participle)

(3) Father was *much* pleased to hear it. (Past Participle)

(*c*) An Adverb may modify **an Adverb** itself ; as,
I shall *most* gladly help you.

3. **Classification.**—Adverbs may be classified into three divisions. They are :—

(*a*) **Simple Adverbs**—Joyfully, here, now, very, much, enough, twice, yes, certainly, not, etc.

(*b*) **Interrogative Adverbs**—When, where, how, why, etc.

(*c*) **Relative Adverbs**—Before, after, when, how, etc.,—those that introduce subordinate clauses.

4. **Simple Adverbs** are further divided as follows :—

(1) **Adverbs of Time**—that denote *time* of an action; as, now, then, before, after, soon, shortly, gradually, early, to-day, to-morrow, yesterday.

(2) **Adverbs of Place**—that denote the *place where* the action takes place; as, here, there, hither, thither, forward, backward, above, below, up, down, aside, beside, yonder.

(3) **Adverbs of Manner**—that denote *how* the action is being done; as, slowly, quickly, gladly, angrily, fast and such others.

(4) **Adverbs of Degree**—that express the *degree* of *adjectives* or *adverbs*; as, little, enough, very, much.

(5) **Adverbs of Number**—that denote the *number* of times an action is done; as, once, twice, thrice, secondly, etc.

Note.—'At once' becomes a phrase of Adverb of Time.

(6) **Adverbs of Affirmation or Denial**—that affirm or deny a statement; as, yes, no, not, perhaps, certainly, surely, of course.

5. **Interrogative Adverbs** are used for asking questions. They are :—

When, where, why, how, whither, whence ; as,

How did you do this work ?
When do you intend to leave ?
Where do you live ?
Whence did you come ?
Whither are you bound ?
Why did you not tell me this before ?

6. The **Relative Adverbs** are used to join subordinate adverbial clauses. They are :—

When, where, how, why, as, before, after ; as,

I shall accompany him *when* he goes.
This is *why* I did not call you.
I will pay him only *after* he has finished the work.

7. Comparison of Adverbs.

Some Adverbs also are compared like Adjectives. Almost all Adverbs (excepting those of manner) that are compared are Adjectives used as Adverbs ; consequently they are subject to the same rules as Adjectives. Some of them are given below :—

Positive	*Comparative*	*Superlative*
Fast	faster	fastest
Slow	slower	slowest
Near	nearer	nearest, next.
Well	better	best
Ill, badly	worse	worst
Little	less	least
Late	later	last, latest.
Much	more	most
Far	farther	farthest
Forth	further	furthest

Some Simple Adverbs

Note the use of the following Simple Adverbs :—

8. **Very** is used with Adjectives or Adverbs in the *Positive degree* and with *Present Participles*; as,

(1) He is *very intelligent.* (Used with an Adjective)

(2) He runs *very fast.* (With an Adverb)

(3) He told me a *very interesting* story. (Present Participle)

9. **Much** is used with Adjectives and Adverbs in the *Comparative degree* and with *Past Participles*; as,

Mohan is *much* abler than Ram. (Adjective)

An aeroplane moves *much* faster than a ship. (Adverb)

I was *much* confused to hear this news. (Past Participle)

Note.—A few Past Participles take *very* before them ; as, *very* delighted, *very* tired, *very* grieved, *very* pained, *very* pleased.

10. Too.—The Adverb *too* means *more than enough* and shows some kind of *excess.* It should never be used instead of *very* or *much.*

Correct	*Incorrect*
It is *very* hot to-day.	It is too hot to-day.
He was *very* sorry to learn this.	He was too sorry to learn this.
Sugar is *very* sweet	Sugar is too sweet.

But :—

I shall be only *too* glad to help you (very glad indeed).
Our spiced dishes are *too* spiced, our sweets *too* sweet.
It is yet *too* dark outside for us *to start.*
I feel *too* tired *to move any further.*
Turandot was *too* grieved *to utter a word.*
He was *too* dull *to understand the joke.*

Note.—In the above four sentences 'too' can be replaced by 'so...that...not'; *e.g.*,

It is yet so dark that we cannot start.

11. Enough.—The Adverb *enough* means *the proper amount.* It is generally placed after the word it qualifies; as,

Will you be kind *enough* to lend me your book?
He will be strong *enough* to leave bed by the next week.

12. Only (as an **Adverb**) modifies the word that follows it; as,

I *only meant* to warn him. (Do nothing else except warning).
He did it *only once.* (Never a second time).
I am *only sure* of your success. (I do not know your marks).

It modifies a Verb, another Adverb and an Adjective.

Only (as an **Adjective**) qualifies a Noun or a Pronoun. Study carefully the following two sentences :—

Only my son got the prize then. (None else but he.)
My *only* son got the prize then. (The one son that I have.)

In every case **only** comes *before* the word it modifies or qualifies.

13. **By and by :** before long, presently.

By and by I will tell you all about this matter.

By and by should not be used in the sense of *one by one* or *gradually* or *little by little*, etc.; as,

Correct	*Incorrect*
The boys left the room *one by one.*	The boys left the room *by and by.*
He *gradually* learnt to write well.	*By and by* he learnt to write well.
In course of time he became the manager of the bank.	*By and by* he became the manager of the bank.
I took a glass of milk *little by little.*	I took a glass of milk *by and by.*

14. **By the by :** incidentally, as a matter of mere chance, by the way.

By the by, can you ride a bicycle ?

By the way or as a matter of mere chance I wish to inquire if you can ride a bicycle.

15. **Of course** : as a natural outcome of any action. To use it for *certainly* is to use it loosely.

Do you believe he will be jailed for this theft ?

Of course. (It is all but natural that he should be jailed.)

Exercise 11

I. In the following sentences, fit in the Adverbs in brackets so as to make sense :—

1. They do their duty (carefully).
2. The servant and his master looked alike (nearly).
3. You can please him by honesty (only).
4. He gave me a false promise (only).
5. I came to pay my fees (merely).
6. He makes a mistake (seldom).
7. I did not mean to hit him (really).
8. I was touched by that sight (deeply).
9. Ijaz is a lazy boy (rather).

10. He gave me to eat (enough).
11. He will tell a lie (never).
12. I shall miss the train (certainly).
13. I knew his place (not).
14. It is a bad habit (too).
15. You come here (too).
16. I am delighted to see you (very).
17. I will be glad to help him (too).
18. You will pay for your mistake (dearly).
19. His business is established (well).
20. He has invited me to tennis (often).

II. Fill in the blanks with *much* or *very* :—

(1) It is—surprising that you are so—disappointed. (2) I am—pleased to hear it. (3) He is—better a player than you. (4) Mohan is—clever. (5) Hamid is—cleverer than Ahmad. (6) Of all these pictures, yours is—the finest. (7) She was—surprised at his conduct. (8) I was—glad to see it. (9)—to his surprise, he was ordered to leave the—moment. (10) This is a—interesting book but that one is—more interesting than this.

III. Give the different meanings of the following sentence according to the position of *only* :—

Only I wish to see my child once.

IV. Correct errors in the following :—

(1) Honey is too sweet. (2) He acts very wise on most occasions. (3) How much strange it is that I cannot claim a thing that rightful belongs to me. (4) He felt very perplexed at this. (5) He has arrived here four days since. (6) I have been keeping bad health since two weeks. (7) I did not see him since Sunday last. (8) He has been ill since a long time. (9) I have not seen him since he has come here. (10) He could not attend the school for he was much tired.

CHAPTER VII

PREPOSITIONS

1. (1) The book is lying *on* the table.
(2) I am fond of talking *about* you.
(3) He takes *after* his father.
(4) My dwelling is *beyond* that mountain.

The words in italics show the relation in which persons or things denoted by their objects stand to other things. Such words are called **Prepositions.** (*Pre*= before). They take their position *before* nouns, pronouns, noun phrases and clauses.

2. Below is given a set of prepositions commonly used :—

(1) **About.**—I know all *about* him. He is *about* his work.

(2) **Above.**—A flag waves *above* the temple. His expenses are *above* his means.

(3) **Across.**—The school is *across* the brook. The light fell *across* the street.

(4) **After.**—He arrived *after* your departure. He is always *after* wealth.

(5) **Against.**—Do not act *against* your conscience. He is leaning *against* the wall.

(6) **Along.**—They walked *along* the road.

(7) **Amid, amidst.**—He caught sight of him *amid* (or *amidst*) the crowd.

(8) **Among, amongst.**—It is a custom *among* the Hindus to burn their dead.

(9) **Round, around.**—The students stood *around* the teacher.

(10) **At.**—He is *at* his shop. I shall see you *at* three. He is feeling quite *at* home. He sold his horse *at* a low price. They are *at* work *at* this time.

(11) **Before.**—You must leave *before* his arrival. This is the question *before* us now.

(12) **Behind**. He ran *behind* me. He has selfish motives *behind* his patriotism.

(13) **Below.**—He is *below* me in rank. This result is far *below* my expectations. It is *below* my dignity to mix with men like Hari.

(14) **Beneath.**—They rested *beneath* the shade of a tree.

(15) **Beside.**—The school is situated *beside* the garden

(16) **Besides.**—*Besides* his brothers his nephews were also present there He gained knowledge and much *besides* (it)

(17) **Between.**—The matters might have taken a more serious turn if you had not come *between* us He stood *between* the road and the bush.

(18) **Beyond** *or* **past.**—My house is *beyond* (or *past*) that hill. Time once gone is *past* recall. It is half *past* three. This is *beyond* (or *past*) my reach

(19) **But.**—All *but* him had fled. (except, save).

(20) **By.**—He sat *by* his mother. He will finish his work *by* the evening. He caught him *by* the neck It was done *by* me. He says it *by* God.

(21) **Down.**—The king stepped *down* the throne to meet his minister.

(22) **For.**—When will you leave *for* Poona? He has been punished *for* being rude to his companion. *For* all his shortcomings, I like him *for* his honesty.

(23) **From.**—He departed *from* home with a heavy heart. Begin this work *from* to-morrow. The Ganges rises *from* the Himalayas.

(24) **In.**—He is *in* the office. He was *in* an angry mood. I shall be back *in* a week. Ranade found a true pupil *in* Gokhale.

(25) **Into.**—He leaped *into* the well. Change all singulars *into* plurals.

(26) **Of.**—He died *of* plague. It is made *of* wood. He is born *of* royal family. Disease robbed him *of* all the colour *of* his cheeks. He is a man *of* determination. He is lame *of* one leg and blind *of* one eye.

(27) **Off.**—He tore a leaf *off* the book. He seized the book *off* my hand. The clever shopkeeper wanted to make a large profit *off* me.

(28) **On.**—The book is *on* the shelf. He arrived here *on* Sunday. He lived *on* his brother. Crows live *on* crumbs. He was released *on* bail. He spoke *on* this subject. The lion turned *on* the hunter.

(29) **Out of.**—The rat leaped *out of* its hole. I will pay the bill *out of* my pocket. He helped me *out of* pity. He is *out of* his wits.

(30) **Over.**—What a pleasure it is to have one's own roof *over* one's head ! Akbar ruled *over* India peacefully.

(31) **Since.**—It has been raining without a break *since* last evening.

(32) **Than.**—It will take you more *than* an hour to do it. None other *than* you can do it.

(33) **Through.**—I looked *through* the window. He rose in life *through* hard work. He will go with you *through* thick and thin. I passed *through* your help. He did this all *through* jealousy.

(34) **To.**—He goes *to* school at ten. He sang *to* hills and trees and *to* the wayside bush. He paid off his debt *to* the last penny. *To* my delight, I found the pot full of gold.

(35) **Towards.**—He is coming *towards* us (only in our direction). He did not behave politely *towards* them.

(36) **Under.**—The book is lying *under* the table. He is serving *under* a kind officer. *Under* what pretext did he enter the room? He is yet *under* twelve.

(37) **Up.**—The cat ran *up* the ladder. He lives in a hut *up* the mountain. The boat was working her way *up* the river. I have him not *up* my sleeves.

(38) **With.**—He left *with* his bag and baggage. Flowers blossom *with* the advent of spring. He does not agree *with* me. They fought *with* one another. I cannot part *with* this ring. He is not popular *with* his pupils. *With* all his might, he could not shake the stone. He writes *with* a pen. He looked at me *with* a frown. He came up *with* me after a short run. He has been laid up *with* fever for two weeks.

(39) **Within.**—I shall return the book *within* a week. It is not *within* my authority to help you. He sleeps *within* doors. One should live *within* one's means.

(40) **Without.**—I could not have succeeded *without* your help. He sleeps *without* the walls.

3. Mark that Prepositions are of several classes :—

I. Simple Prepositions :—

At, in, on, of, off, up, over, for, with, etc.

II. Those made by joining two simple Prepositions :—

With+out=without, in+to=into, beyond, below, beneath, across, outside, inside, etc.

III. Those used in pairs :—

On to, up to, out of, near by, from under, from out, from above, etc.

IV. Participles used as Prepositions :—

Regarding, concerning, considering, notwithstanding.

V. Phrases used as Prepositions :—

Instead of, in spite of, by means of, with regard to, for the sake of, on behalf of, in the event of, etc.

4. Use and Omission of Prepositions.

Prepositions are not used after the following verbs :—

Help, order, obey, resemble, inform, sign, violate, tell, ask, reach, ascend, recommend, resign, investigate, love, enter, combat, benefit, pervade.

5. Gerunds preceded by Prepositions.

Study :—

He persisted *in going* there (not to go).

The following Verbs or Adjectives must be followed by Prepositions and hence by Gerunds and Verbal Nouns (never Infinitives) :—**persist in** saying ; **insist on** going ; **refrain from** drinking ; **prohibit from** entering ; **prevent from** buying ; **abstain from** telling a lie ; **confident of** gaining a victory ; **intent on** winning ; **bent upon** spoiling ; **assist in** making ; **hinder from** doing ; a **passion for** studying ; **excel in** writing ; **disqualified for** managing ; **right in** holding ; **desirous of** getting ; **aim at** doing ; **averse to** playing ; **addicted to** drinking ; **fond of** playing ; **adept in** counting ; **desist from** talking ; **dissuade from** partaking ; **negligent in** paying ; **accustomed to** riding.

Appropriate Prepositions

6. The students should study the following lists of some Verbs, Nouns and Adjectives followed by suitable Prepositions in order to have plenty of correct expressions at the tip of their tongue. They should go over the lists again and again till they can use most of them in their

own speech and writing :—

(A)

(1) He has remarkable **ability in** (or **for**) Mathematics.
(2) The tank **abounds with** (or **in**) fish.
(3) He **abstains from** wine.
(4) He was **absorbed in** reading a novel.
(5) He was kind enough to **accede to** my request.
(6) He is **accomplished in** the art of painting.
(7) Try to be as **accurate in** your calculations as possible.
(8) He was **accused of** murder.
(9) I am **accustomed to** taking my meals very early.
(10) Are you **acquainted with** his brother ?
(11) He was **accused of** murder but the Magistrate **acquitted** him **of** the charge.
(12) His elder brother got **addicted to** drinking and squandered all his money.
(13) He **adhered to** his plan to his last breath.
(14) She had no **affection for** her husband.
(15) He was **affectionate to** his wife.
(16) We should not be **afraid of** death.
(17) He did not **agree with** me.
(18) I cannot **agree to** your proposal.
(19) He **aimed** a deadly blow **at** me.
(20) He was much **alarmed at** hearing this news.
(21) I am fully **alive to** the gravity of the situation.
(22) He was much **amazed at** seeing him in such a miserable condition.
(23) I have great **ambition for** distinction.
(24) He is very **ambitious of** distinction.
(25) He got **angry with** me for teasing him.
(26) He was very **angry at** his ill-treatment.
(27) You should have no **anxiety for** your son.
(28) He is **anxious about** winning the prize.
(29) He was **annoyed with** me **for** these words.
(30) He was much **annoyed at** his misconduct.
(31) You shall be held **answerable for** your conduct.

(32) The teacher is **answerable to** the Head Master **for** the good conduct of his pupils.
(33) He shall **apologize to** the teacher **for** his impertinent words.
(34) I shall **appeal to** the High Court **against** this sentence.
(35) The boy **applied to** the Head Master **for** leave.
(36) I cannot **approve of** his activities.
(37) He is **ashamed of** his misdeeds.
(38) Are you **associated with** him **in** this business ?
(39) He **assured** me **of** his fidelity.
(40) I was **astonished at** his wickedness.
(41) **Attend to** what I say.
(42) There was nobody to **attend on** the patient.
(43) We must **avail** ourselves **of** this opportunity.
(44) I was not **aware of** his intentions.

(B)

(45) He **begged** pardon **of** his teacher.
(46) He **begged** me **to** pardon him.
(47) The accused **begged for** mercy **from** the judge.
(48) Let us **begin with** this song.
(49) I do not **believe in** what he preaches.
(50) You are **bent upon** ruining me.
(51) **Beware of** his tricks.
(52) He is **blessed with** many a boon of heaven.
(53) He is **blessed in** his children.
(54) He is perfectly **blind to** his own faults.
(55) He is **blind of** one eye.
(56) He was **born of** royal blood.
(57) A child was **born to** him **at** Ludhiana **in** the Punjab.
(58) England is **bound to** France **by** a treaty.
(59) The ship was **bound for** Africa.
(60) He is **busy with** his lessons.

(C)

(61) Be **careful of** your luggage while travelling at night.
(62) He is very **careful about** his dress.

(63) Dhariwal is **celebrated for** its woollen goods.
(64) Fresh fruit **conduces to** health.
(65) She was **charged with** the murder of her husband.
(66) He was **clad** (or **clothed**) **in** very mean attire.
(67) I am very **clumsy at** map drawing.
(68) **Compare** the rivers of the Punjab **with** those of the Deccan
(69) Love can be **compared to** madness.
(70) You shall have to **compete with** Mohan **for** this prize.
(71) The Secretary **complained against** the Head Clerk to the President.
(72) He **complains of** constipation.
(73) I am sorry I cannot **comply with** your wishes.
(74) Water is **composed of** hydrogen and oxygen.
(75) He felt much **concerned at** this mishap.
(76) He was much **concerned for** his son's welfare.
(77) Are you **concerned in** this business?
(78) He is **confident of** his success in the examination.
(79) The king **conferred on** him many honours and titles.
(80) I shall **confer with** my partners about investing more money in this business.
(81) He **confided** all his secrets **to** me
(82) He felt quite **confident of** his success.
(83) He has lost **confidence in** him.
(84) I **congratulate** you **on** your remarkable success.
(85) Heroism does not **consist in** oppressing the weak.
(86) All his property was **confiscated to** the State.
(87) He is **conspicuous for** honesty.
(88) The judge **convicted** the accused **of** theft.
(89) I am fully **convinced of** his innocence.
(90) Vultures **crave for** a carcass

(D)

(91) He **deals in** sugar. I know how to **deal with** rogues.
The author has tried to **deal with** the use of appropriate prepositions in this chapter.
(92) He is very **desirous of** learning music.
(93) He is **destined for** the Cabinet.
(94) Your tricks have **deprived** me **of** the little money I had.
(95) He **died of** plague. She **died from** overwork.
(96) I **differ with** you **on** this point. This book **differs from** that **in** many respects.
(97) I shall have to **dispense with** your services if you do not mend your ways.
(98) I have made up my mind to **dispose of** all my furniture very shortly.
(99) He is **disappointed of** her love. I am **disappointed in** my sons.
(100) I was **disgusted with** him or **with** his conduct.

(E)

(101) He is **eager for** fame. I am **eager in** the pursuit of knowledge
(102) He is not **eligible for** a seat in the Legislative Assembly.
(103) He is **endowed with** a rich imagination.
(104) His sister is **engaged to** my brother. He is **engaged in** writing a book.
(105) He was much **enraged at** his servant's rudeness.
(106) The student who stands first is **entitled to** a scholarship.
(107) He is **envious**, not jealous, **of** your friend's success.
(108) The prisoner **escaped from** the jail by scaling a wall.
(109) The Taj **excels** all other buildings of the world **in** beauty.
(110) This is an **exception to** the rule.
(111) I **exchanged** my cap **with** your brother **for** his turban.

(112) He offered many **excuses for** being absent from the school. Please **excuse** me **from** attending the meeting to-day.
(113) My enemies **exulted in** their victory **over** me **at** my dismissal.

(F)

(114) The servant is **faithful to** his master.
(115) Do not play **false to** your friends. He is **false of** heart.
(116) I am not quite **familiar with** the streets of this town. His face was **familiar to** me.
(117) Vishnu Digambar was **famous for** his musical attainments.
(118) Excessive labour proved **fatal to** his health.
(119) These circumstances proved **favourable to** my cause.
(120) Cows **feed on** grass. We **fed** beggars **off** rice.
(121) He is not **fit for** this post. This piece cannot **fit in with** that.
(122) Children are **fond of** sweets.
(123) He has a great **fondness for** music.
(124) This soap is quite **free from** animal fat.
(125) He **furnished** him **with** everything he needed. He **furnished** everything **to** me.

(G)

(126) He has a great **genius for** Mathematics. He is a great **genius in** Mathematics.
(127) He is **gifted with** a productive brain.
(128) We ought to be **grateful to** God **for** all He has given us in life.
(129) I am **glad of** having obtained his help. I am **glad at** my son's success.
(130) Do not be **greedy of** (or **after**) money.
(131) He was found **guilty of** theft.

(H)

(132) It is no use **hankering after** riches.
(133) How is it that I have not **heard from** you for full one month? I never **heard of** him after that.

(134) He is quite **heedless of** the consequences.
(135) He was **held in** high esteem by the rich and the poor alike.
(136) He does not even **hesitate at** begging, not to speak of borrowing.
(137) We ought to be perfectly **honest in** all our dealings.
(138) He is **heir to** a large estate of his uncle.
(139) Are you **hopeful of** your success? Does he **hope for** success? (Verb)
He has no **hope of** success. (Noun)
(140) He was **horrified at** the sight of the hunter's mangled thigh.
(141) He is always **hostile to** my plans.

(I)

(142) He is quite **ignorant of** the customs of this land.
(143) Amjad is lying **ill with** (or of) pneumonia.
(144) Why are you so **impatient for** dinner? I find him rather **impatient of** success.
(145) He never feels **inclined to** work.
(146) I am **indebted to** your brother **for** his timely assistance.
(147) He is totally **indifferent to** his brother's welfare.
(148) He was very **indignant at** seeing the dead body of his dog.
He was very **indignant with** me **at** my foolish act.
(149) These forests are **infested with** robbers.
(150) My pen is not **inferior to** yours.
(151) He always kept us well **informed of** whatever happened there.
(152) I am convinced of his being quite **innocent of** the charge.
(153) He is quite **insensible to** all sense of shame.
(154) His words **inspired** us **with** hope. He **inspired in** us noble ideas.

(155) He is quite **intent on** carrying out his resolution.
(156) Do you feel **interested in** him or his learning?
(157) I am not quite **intimate with** your brother.
(158) Just **introduce** me **to** him. He wept as he was **introduced into** the court room.

(J)

(159) Why do you feel **jealous of** your brother's reputation?
(160) It does not become you to **jest at** a gentleman.
(161) I feel no **joy in** anything of this world.
(162) He **jumped at** the invitation as if he had been expecting it.
Finding me sad, my father **jumped to** the conclusion that I had received a beating at school.

(K)

(163) You must **keep from** wine. **Keep to** your left while moving along the road. **Keep off** the grass!
(164) A strong will is a **key to** success.
(165) He **knocked** his head **against** a wall in utter disappointment. I heard a **knock at** the door.
(166) We ought to be **kind to** those who stand below us.
(167) I **know** nothing **of** him. He is **known to** me.

(L)

(168) He is **lame of** one leg.
(169) He is **lavish in** his expenditure. He is **lavish of** money.
(170) It is no good **laughing at** the maimed.
(171) I have no **leisure for** participating in games.
(172) A child is **liable to** make such mistakes. I am not **liable for** my father's debts.
(173) He is **lost to** all sense of shame.
(174) A boy scout is **loyal to** God, the King and his country.

(M)

(175) He is **mad with** anxiety **for** the safety of his son.
(176) He was **married to** a very pretty girl.
(177) She is not a suitable **match for** him.
(178) You ought to be **mindful of** your failing health.
(179) He **mistook** me **for** his brother.
(180) He was **moved to** tears at my sad story. He was **moved with** pity. He felt much **moved at** the sight of his dead neighbour. He cannot be **moved by** entreaties.
(181) The entire nation **mourned for** the dead hero.

(N)

(182) It is **natural to** man to die.
(183) Exercise is **necessary to** health.
(184) He has never been found to be **neglectful of** his interests.
(185) Never be **negligent in** your work.
(186) He is **notorious for** his cruelties.

(O)

(187) We should be **obedient to** our teachers.
(188) He **objected to** my being elected the president of the meeting.
(189) I shall feel **obliged to** you **for** this act of kindness.
(190) He is **occupied with** making a table. He is occupied in reading a novel.
(191) He was **offended with** me **at** my carelessness.
(192) He was **open to** flattery.
(193) I am **opposed to** your plan.

(P)

(194) It was **painful to** him to see his dear son flogged so mercilessly.
(195) She could not bear to **part from** her only son. I cannot **part with** this ring.

(196) You shall have to **pay for** your injustice.
(197) He did not join us to **partake of** the feast.
(198) Will you **participate with** me in this business?
(199) Such an action is **peculiar to** his character.
(200) He **persisted in** his attempt.
(201) The poor mother **pined for** her banished child.
(202) Be **polite in** your behaviour **to** all.
(203) The teacher is **popular with** his pupils.
(204) I **pondered over** the question for hours together.
(205) She **prayed to** her dieties **for** the life of her dear son.
(206) He **prefers** walking on foot **to** riding.
(207) A noble death is **preferable to** dishonourable life.
(208) He **pretends to** piety.
(209) It is difficult to **prevail over** such a powerful enemy so easily.
He **prevailed on** me to see his father instantly.
(210) He **prevented** me **from** going there.
(211) The painful memory of his lost child constantly **preyed upon** his health.
(212) He is **proud of** his noble birth.
(213) He takes **pride in** his royal birth. (Noun)
He **prides** himself **on** his noble birth. (Verb)
(214) Let us **proceed with** our lesson. (Already commenced)
Let us **proceed to** our lesson. (Not commenced)
He **proceeded from** the first chapter **to** the last.
I shall have to **proceed against** him in the court.
(215) He **prohibited** me **from** entering the room.
(216) He has **provided** everything **for** his children **against** evil days.
He has **provided** himself **with** everything required for the forthcoming marriage of his son.

(217) He did not **profit by** my advice.
(218) The scheme proved much **profitable to** the investors.

(Q)

(219) He **quaked with** fear when he caught sight of the Police.
(220) He has **qualified** himself **for** giving instructions in music.
(221) He is ready to **quarrel with** everyone **over** trivial matters.
(222) He is **quick of** understanding, while his brother is **quick at** Mathematics.

(R)

(223) He keeps his face always **radiant with** smile.
(224) He is **reckless of** expenditure.
(225) He **reasoned with** his father **about** buying new books.
(226) By and by, he **reconciled** himself **to** that heavy loss.
At last, he **reconciled with** his adversary.
(227) He has not yet fully **recovered from** his illness.
(228) He **referred to** Kalidas **for** a parallel example.
(229) He cannot help **rejoicing at** his son's brilliant success.
He **rejoiced in** his wealth.
(230) He has no **regard for** his parents.
(231) He paid no **regard to** his father's advice.
(232) He is **regardless of** the consequences of his deeds.
(233) Is he **related to** you ?
(234) This good news has greatly **relieved** my heart **of** its uneasiness.
(235) He entirely **relied on** me (or my help) for his maintenance.
(236) It at once **reminded** me **of** my lost child.
(237) It is one of the best **remedies against** snake-bite.

(238) You shall have to **repent of** your foolish deeds.

(239) He **reposed on** a bed under the shade of a tree.
I cannot **repose** confidence **in** him.

(240) He has a great **reputation for** his charitable disposition.

(241) He is firmly **resolved on** carrying out his wishes.

(242) He has no **respect for** his parents.
He is **respectful to** his superiors.

(243) A teacher is **responsible to** the Head Master for maintaining discipline in his class.

(244) He **revenged** himself **on** his enemy for his son's murder.

(245) The committee **rewarded** the executive officer **with** a gold medal for his valuable services.

(S)

(246) Benares is **sacred to** the Hindus.

(247) His eyes could not be **satiated with** the charming influence of her sweet face.

(248) He is **satisfied with** what he gets by honest labour.

(249) Inoculation makes us **secure from** the risk of catching plague.

(250) He **sought for** (or **after**) peace from place to place.

(251) He is perfectly **sensible of** the coming danger.

(252) Touch-me-not plant is very **sensitive to** touch.

(253) The judge **sentenced** him **to** three years' imprisonment.

(254) This composition book is very **serviceable to** an average student

(255) He was **shocked at** the news of his son's death.

(256) This news would be very **shocking to** the poor mother.

(257) He is **short of** money.
(258) I have grown **sick of** your lame excuses.
(259) This triangle is **similar to** that.
(260) He is **slow of** hearing. I am **slow at** accounts. You are **slow in** your resolution.
(261) I am **sorry for** his sad fate.
(262) I shall **start for** Rawalpindi **at** ten.
(263) He was **startled at** the sudden appearance of a lion.
(264) We must **submit to** the will of the Almighty.
(265) What will you **subscribe to** the Hissar Famine Relief Fund?
(266) After Akbar's death, Jehangir **succeeded to** the throne.
He is sure to **succeed in** his attempt this time.
(267) The poor fellow **succumbed to** the injuries that he had received in the collision.
(268) The money is not **sufficient for** my travelling expenses.
(269) He gave us a charming song quite **suited** (or **suitable**) **to** the occasion
(270) He is quite **suitable** (or **suited**) **for** this job.
(271) This cloth is **superior to** that one.
(272) He **supplies** the needy **with** their needs.
He **supplies** clothes **to** the poor every year.
(273) Are you quite **sure of** your success?
(274) Pratap did not **surrender to** Akbar in spite of his great efforts.
(275) He felt **suspicious of** his servant's intentions and dismissed him.
(276) He came to **sympathize with** me **in** my troubles.
(277) She had a great **sympathy for** the poor.

(T)

(278) He **takes after** his father. Do you **take** me **for** a thief? He **took to** drinking.
(279) I **talked of** it **to** my father but he refused to **talk over** (discuss) the matter.

(280) I have **tasted of** your salt and shall not betray it. (Verb)

(281) He has had sufficient **taste of** his partnership. (Noun). I have no **taste for** Mathematics.

(282) I am very **thankful to** you **for** this kindness.

(283) He **thought of** nobody but his father at his death-bed.

(284) I am **tired of** your lame excuses. He is **tired with** incessant labour.

(285) You should be **true to** your word.

(286) **Trust in** God and do the right. He **trusted** everything **to** my discretion.
I cannot **trust** him **with** my valuables.

(U, V, W, Y)

(287) He **upbraided** me **with** dishonesty.

(288) Why do you feel so **uneasy about** the result ?

(289) Iron is **useful for** many purposes.

(290) She is **vain of** her fine dress.

(291) His murder remained **veiled in** mystery.

(292) He is **versed in** accounts.

(293) She was **vexed with** me **for** not being punctual. The teacher was **vexed at** the silence of the student.

(294) His words are quite **void of** meaning.

(295) They **vied with** one another in bidding higher and higher.

(296) He **waited at** the table while we dined. I **waited for** you but you did not turn up. There was nobody to **wait on** the patient.

(297) I had **warned** him **of** the coming danger beforehand.

(298) He has grown **weary of** the wickedness of his son.

(299) He is really **worthy of** praise.

(300) We should not **yield to** temptations.

Some Important Prepositions Distinguished

7. Distinction between the use of some of the following Prepositions deserves careful notice :—

(1) (*a*) **At, in, on.**—**At** is used *before* a noun *denoting a definite point of time*; **on** with *dates* and *days* and **in** with *months* and *years*; as,

He started **at** *five o'clock.* He started **on** *Sunday.* He started **on** *the 13th* of April. He started **in** *April.* He started **in** *1936.*

(*b*) **In** is used with names of *countries* and *large towns*; **at** is used with names of *small towns* and *villages*; as,

He is **at** *school.* He lives **at** *Mudki.* He was born **in** *Delhi*
He was born **in** *Burma.* He was born **at** *Ludhiana* **in** *the Punjab.*

(2) **On, upon.**—**On** shows rest on the upper surface of a thing; **upon** shows motion up to the upper surface of a thing; as,

The table *is lying* **on** the ground. The table *fell* **upon** the ground.

(3) **In, into**.—**In** denotes rest in the interior of a thing; **into** shows motion towards the interior of a thing; as,

He stood **in** the room. The frog leapt **into** the well.

(4) **In, within.**—**In** denotes '*at the end of some future period*'; **within** denotes '*before the end of that period*'; as,

He will come back **in** a week (at the close of the week).
He will come back **within** a week (before the close of the week).

(5) **In, after.**—**In** is used before a noun denoting *a period of time in the future*; **after** is used before a noun denoting *a period of time in the past*; as,

I *shall return* **in** two days. I *returned* **after** two days.

(6) **Between, among.**—**Between** is used in speaking of *two persons or things*; **among** is used in speaking of *more than two persons or things*; as,

The father divided the property equally **between** his *two* sons.

The father divided the property equally **among** *all* his sons.

(7) **By, since, before.**—These are all used *for a point of time* and *never for a period or space of time;* as,

He will be here **by** four o'clock.

He has been here **since** four o'clock

He was here **before** four o'clock.

(8) **Till, by.**—**Till** means *not earlier than;* **by** means *not later than*; as,

I shall wait for you **till** five o'clock (up to 5).

I shall wait for you **by** five o'clock (a short time before 5 o'clock).

(9) **Since, for, from.**—**Since** is used before a noun denoting *a point of time*; **for** is used to denote *a period of time;* **from**, too, is used to denote *a point of time.* **Since** is preceded by a verb in some *Perfect tense*; **from** is preceded by a verb in some *Indefinite tense.* **Since** can be used *in reference to past time only;* **from** can be used for *all times*; as,

I *have been* living in Lahore **for** *four years.*

I *have been* studying **since** *morning.*

He *has lived* here **for** *four years.*

I *have lived* here **since** *1932.*

He *took* to smoking **from** the age of ten. (Past)

He *takes* to smoking **from** to-day. (Present)

He *will take* to smoking **from** to-morrow. (Future)

(10) **Beside, besides.**—**Beside** means *by the side of*; **besides** means *in addition to*; as,

He is sitting **beside** his mother.

Besides advice, he gave them help too.

Exercise 12

I. Point out the Prepositions in the following :—

(*a*) (*i*) It is up to you to help me or not.

(*ii*) Total expense will come to well-nigh a thousand rupees.

(*iii*) He found his diary lying among his books.

(*iv*) He wound up his speech amidst cheers.

(*v*) They played the game man to man.

(*b*) I was born in a hut on the side of a hill, near a small village in Scotland. Early in the twentieth century my father made a voyage to this country and I came with him too. Since that time I have stayed here in this land of the five rivers in the full enjoyment of life with the average Punjabi. I take pride in the land of my birth, but I take a greater pride in the land of my adopting.

II. Use the following Prepositions in appropriate sentences :—

On, to, from, among, into, in, concerning, notwithstanding, towards, upon, at, for.

III. Use a suitable Preposition between the following pairs of words to make an *idiomatic phrase* :—

(1) Man, man ; (2) day, day ; (3) tit, tat ; (4) fall, love ; (5) heaven, earth ; (6) cut, the quick ; (7) run, debt ; (8) face, face ; (9) pillar, post ; (10) bed, roses ; (11) hand, hand ; (12) shoulder, shoulder ; (13) head, foot ; (14) hand, mouth ; (15) eye, eye ; (16) door, door ; (17) wall, wall ; (18) hand, glove ; (19) court, wards ; (20) coat, arms.

IV. Insert Prepositions in each of the following blanks :—

(1) The river—which I went—my sister abounds—fish. (2) He swore—God and promised to abide—the agreement ; upon which, we relying—his honour, entrusted the work—him but soon we were disappointed—our hopes. (3) This book differs—that—many respects but the difference—them does not matter much. (4) I differ—you—opinion—this matter. (5) He took advantage—my ill-health but gained no advantage—me in the long run. (6) This cloth, though inferior —quality—that, seems first-rate—comparison—the one that you bought. (7) He took a fancy—me—the very first glance and took me—his service. (8) He was accused—theft but the judge having looked—the matter carefully found him innocent—the charge and acquitted him—the blame. (9) I agree—you—this matter but cannot agree—your proposal—taking him—my confidence for I have lost all faith—him.

(10) He is so averse—labour that I have absolutely no hope—ever being successful—prevailing—him to take—work earnestly in spite of my best efforts.

V. Fill up the blanks :—

(1) They brought a complaint—the Magistrate—their neighbour who—asking their consent had dug a hole almost—the foundation—their house and thus rendered it unsafe—a dwelling place. The Magistrate complied—their request and issued a summons—him. He sentenced him—a fine—fifty rupees—trespass.

(2) The ship is bound—India and is bound—contract to arrive—Calcutta—the 5th of March.

(3) You will have to answer—your teacher—this mistake; and you may hope—pardon if you ask—it—a proper way.

(4) He embarked—board the steamer which was to take him—India where he intended to embark—some kind—trade.

(5) A drowning man will catch—a straw and if he escapes, you need not caution him again—the danger—throwing himself—the water and bathing—his depth.

(6) As soon as he emerged—poverty, he entered—partnership—a man—wealth, and the two then entered—a grand commercial career.

(7) A man of honour adheres—his convictions and acts—a sense—duty, even if men rail—him and think him weak—understanding and wanting—common sense.

(8) A man who confides—a friend will not conceal anything—him but will confer—him—all matters—real importance.

(9) I do not approve—your way—working, so I shall have to dispense—your services.

(10) I dissuaded him—going there but could not prevail—him, for he is regardless—consequences and totally indifferent—his well-being.

CHAPTER VIII

THE CONJUNCTION

1. (*Con*=together ; *junction*=joining.)

Conjunctions are words that join other words or groups of words ; as,

(*a*) Haq *and* Siddiq joined the same school.
(*b*) Two *and* two make four.
(*c*) He failed, *for* he did not work.
(*d*) *Neither* he *nor* his parents were at fault.
(*e*) My strength is the strength of ten, *because* my heart is pure.

The words *italicised* in the above sentences either join single words or groups of them. They are called **Conjunctions.**

2. Conjunctions are of different kinds and each shows the special relationship in which it joins words together ; as,

(1) **Conjunctions showing addition.**—Those which add up nouns to nouns, adjectives to adjectives, verbs to verbs and groups of words to similar other groups

As in Arithmetic, here too *only likes can be added to likes* ; as,

(*a*) New **and** nice, aims **and** objects, kicked **and** reared.
Clive broke window panes **and** bolted away.

(*b*) **Not only** a fool **but also** a knave.

(*c*) A fool **as well as** a knave.

(*d*) Sir Ralph wished to come home with all the booty, **now** the sea grew rough.

(*e*) Goonga wanted to be as strong as Gama ; **well**, it is not everybody's to achieve that.

(2) **Conjunctions showing choice.**

(*a*) **Either** a pen **or** a pencil.

(*b*) **Neither** good **nor** faithful.

(*c*) Run away from here, **otherwise** (**else, or**) I will kick you.

(3) **Conjunctions setting one fact against another.**

(*a*) **Though** he is poor, **yet** (or **still**) he is honest.

(*b*) I wanted him to be reasonable in his demand, **but** he would not hear me.

(4) **Deriving Conjunctions.**—Conjunctions that help you derive natural inferences from foregoing facts; as,

(*a*) He has neglected work, **so** he must suffer.

(*b*) A policeman held up my tonga, **so** (**then, therefore, hence**) it became too late for the train.

3. All the four classes of Conjunctions explained above join only likes to likes, *i.e.*, words, phrases and clauses of equal rank. They are together called **Co-ordinative.**

4. Yet there are other Conjunctions which link up facts in different relationship:—

(1) **Of time**: After, before, ere, since, as, as soon as, no sooner......than, till, until, so long as, while.

(2) **Of cause**: As, for, because, since.

(3) **Of manner**: As, according as.

(4) **Of purpose**: That, so that, in order that, lest (=so that......not......).

(5) **Conjunctions of condition**: If, unless (=if...... not......), provided that, supposing.

(6) **Conjunctions of effect or result**: So.............. that.......

(7) **Of comparison**: As...as, than, no less...than.

(8) **Contrast**: Though, although.

(9) **Of apposition**: That (preceded by an abstract noun as antecedent).

(10) **Of extent**: So far as, as far as.

5. Relative and Interrogative adverbs also sometimes join sentences and do the work of Conjunctions ; as,

> **When** (or **whenever**) you remind me of that frightful scene, I begin to tremble.
>
> This is **why** I came here.
>
> I do not know (the reason) **why** your radio does not work.
>
> **Where (wherever** or **wheresoever)** you go I will follow you.
>
> Tell me **how** you fill ink in your pen.
>
> Who can say **whether** you will succeed or not ?

All the above ten classes of Conjunctions together with Relative and Interrogative adverbs used as such join clauses of unequal rank. So they are called **Subordinative Conjunctions.**

Some Important Conjunctions

6. (1) **As well as, no less than.**—In adding one word or sentence to another, they give emphasis to the first of the two ; as,

> He *as well as* his parents *is* guilty.
>
> He is *no less* guilty *than* his parents (are).

(2) **Until, as along as, while.**—To express *time before* we use 'until'; to express *time how long* we use 'as long as' or 'while'; as,

> He lived with his father *until* (not, *so long as* or *as long as*) he was ten years old. *As long as* it rains, we should stay within doors (not, *until*).

(3) **Until, unless, lest.**—*Until* shows *time before* ; *unless* and *lest* show *condition* : *unless* means *if not* ; lest means *so that......not* ; as,

> I knew nothing about him *until* you explained everything.
>
> There is not the least possibility of his success *unless* he works extraordinarily hard.
>
> Wrap yourself in a blanket *lest* you should catch cold.

(4) **Since.**—When used as a Conjunction, it is *never preceded* and *always followed* by a verb in the Past Indefinite tense; as,

It is a month *since* he left for England.

He has passed through many a suffering *since* he last met me.

(5) **While** or **whilst.**—It has three separate uses or meanings:—

(*a*) to denote *simultaneity* of two events; as,

He plays all the day long *while* his brother works hard.

(*b*) to denote *indefinite duration*; as,

While (so long as) the sun shines on this earth, his noble deeds will be remembered and sung.

(*c*) to denote some kind of *contrast*; as,

Intelligent ones will take it seriously, *while* foolish ones will take it as a joke.

(6) **However.**—This is *Co-ordinative* Conjunction when it stands alone, generally placed somewhere in the middle of the sentence; but *Subordinative* when it qualifies some adjective or adverb; as,

His parents had abandoned all hope of his success; he, *however*, did not lose heart but gave himself over to studies and finally succeeded. (Co-ordinative)

However clever he may be, he will not be able to beat me in the examination. (Subordinative)

However hard he may try, he cannot pass this year. (Subordinative)

Exercise 13

I. Pick out Conjunctions from the following and classify them as Co-ordinative and Subordinative:—

(*a*) I shall pass over many other happenings of less importance, and hasten to that fatal pass, when I fell into the hands of an artist, who conveyed me underground, and with an unmerciful pair of shears, cut my titles, clipped my brimmings, and in short so spoiled me that he did not leave me worth a groat.

(*b*) (1) Do not run this risk, lest you suffer much. (2) Unless, of course, you mend your ways, you cannot progress in life. (3) All must die; for man is mortal. (4) He as well as his father is at fault. (5) He was not only a saint, but also a scholar. (6) Work carefully, else you will make many mistakes. (7) Though he is fat, yet he looks very smart. (8) I see you oftener than him. (9) Love not sleep, less you come to poverty. (10) Hamid is very wise, only he is rather quiet.

II. Build sentences with the following Conjunctions :—

That, if, when, such......as, as, as long as, or, well, since, until.

III. Join the following pairs of sentences with suitable joining words:—

1. It was dark. He came home.
2. He will pardon you. You apologize.
3. He is strong. He is active.
4. Think of the devil. He is there.
5. Wisdom is great. Not rubies.
6. Rahim is strong. Gama is stronger.
7. He is still in England. I know only this much.
8. Trust in God. Do the right.
9. Walk carefully. You will fall.
10. Walk carefully. You fall.
11. I gave him good advice. All was to no purpose.
12. Strive. You succeed.
13. I went out. He came in.
14. As you sow. You reap.
15. I feel doubt. I inquire.

IV. Correct the following :—

(1) This book is not as interesting as that one. (2) Though he had refused to help me, but I kept up my spirits. (3) His conduct is such that I cannot forgive. (4) You must stay here until I do not arrive. (5) He ran hard lest he might not be late. (6) Not he nor his parents is at fault. (7) He or you is at fault. (8) When you have arrived then I will start. (9) Look till you leap. (10) Forgive or forget.

CHAPTER IX

THE SAME WORD USED AS DIFFERENT PARTS OF SPEECH

There are many words in English that can be used as different parts of speech. The same word may do the work of an Adjective in one sentence and that of a Verb in another. It is, in fact, the function that a word performs in a sentence that determines its part of speech.

Study the following examples carefully :—

1. About.

Sham is *about* to be married. (Preposition)
My brother is too weak to move *about.* (Adverb)

2. Above.

Rain comes from *above.* (Noun)
The *above* lines are taken from Shakespeare. (Adjective)
He is *above* such wickedness. (Preposition)
The lines quoted *above* are from Milton. (Adverb)

3. After.

Those who do good deeds are happy in their *after* life. (Adjective)
Go to bed *after* the clock has struck ten. (Conjunction)
This girl takes *after* her mother. (Preposition)
I reached the playground in time, but Mohan came long *after.* (Adverb)

4. All

He lost his *all* in the Quetta Earthquake. (Noun)
All is not gold that glitters. (Pronoun)

Rama and I took *all* the sweets. (Adjective)
Please don't be anxious. Your mother is *all* right now. (Adverb)

5. **Any.**

Send for *any* of my servants. (Pronoun)
Can you spare *any* money for me? (Adjective)
I am too tired to walk *any* further. (Adverb)

6. **As.**

As he was feeling unwell, he fared badly in the examination. (Conjunction)
Always get up *as* early as you can. (Adverb)
Such men *as* prove false to their friends are hated by every right-thinking person. (Relative Pronoun)

7 **Back.**

In the hills the coolies carry the luggage on their *back.* (Noun)
I require a few *back* copies of this journal. (Adjective)
He was *backed* (supported) by all his subordinates. (Verb)
The soldier fell *back* two paces. (Adverb)

8. **Before.**

We went for a walk *before* six. (Preposition)
Mend your ways *before* it is too late. (Conjunction)

9. **Better.**

You must respect your *betters.* (Noun)
My cycle is in a *better* condition than yours. (Adjective)
In spite of his best efforts, he could not *better* his lot. (Verb)
You can do *better* if you will. (Adverb)

10. **Bite**

This is a sure remedy for snake-*bite.* (Noun)
Don't be afraid, the dog does not *bite.* (Verb)

11. Book.

This *book* is very interesting. (Noun)
Book your profits whenever you get a chance. (Verb)

12. Both

Both of my sons have won scholarships. (Pronoun)
I can play tennis with *both* hands. (Adjective)
Majid is *both* a gambler and a drunkard. (Conjunction)

13. But

But me no *buts*. (Noun)
But me no buts. (Verb)
All *but* (except) Sohan were fined. (Preposition)
I worked very hard *but* failed to win the prize. (Conjunction)
There is *but* (only) one objection to your proposal. (Adverb)

14. By.

By the *by* why did you not attend Karim's marriage? (Noun)
It is a quarter to four *by* my watch. (Preposition)
As we stood talking on the footpath, a funeral procession passed *by*. (Adverb)

15. Call.

Sunder Singh risked his life at duty's *call*. (Noun)
This is a *call* bell. (Adjective)
I *called* on him yesterday (Verb)

16. Change.

He has gone to Simla for a *change*. (Noun)
Let me *change* my clothes. (Verb)

17. Close.

The discussion came to a *close* at 2 p.m. (Noun)
Rama and Krishna are *close* friends. (Adjective)
All banks will remain *closed* to-morrow. (Verb)
My brother lives *close* to me. (Adverb)

18. Deep.

He takes a *deep* interest in politics. (Adjective)
Still waters run *deep*. (Adverb)

19. Down.

He has seen the ups and *downs* of life. (Noun)
My father is arriving by the next *down* train. (Adjective)
The Union has decided that the workmen should *down* tools (go on strike) to-morrow. (Verb)
I saw a negro running at great speed *down* the valley. (Preposition)
Take *down* what I say. (Adverb)

20. Drop.

Little *drops* of water make a mighty ocean. (Noun)
Several leaflets have been *dropped* in Germany by the R.A.F. (Verb)

21. Either.

Either of these paths leads to the station. (Pronoun)
Trees were planted on *either* side of the road. (Adjective)
Either Amjad or Masud has broken this ink-pot. (Conjunction)

22. Enough.

Enough has been said by the speakers on the positive side. (Noun)
We have apples *enough*. (Adjective)
You know well *enough* what I mean. (Adverb)

23. Fast.

He keeps a *fast* on Tuesdays. (Noun)
Sohan and Mohan are *fast* friends. (Adjective)
He ran as *fast* as he could. (Adverb)

24. Half.

I do not believe in doing things by *halves*. (Noun)
Bring *half* a maund of charcoal. (Adjective)
She cannot dance *half* so well. (Adverb)

25. Last.

Her only son breathed his *last* yesterday. (Noun)
It is the *last* straw that breaks the camel's back. (Adjective)
The meeting *lasted* for an hour. (Verb)
When did you see him *last*? (Adverb)

26. Like.

We shall never see the *like* of him again. (Noun)
In division *like* signs give a positive result. (Adjective)
I cannot do it *like* you. (Preposition)
She does not *like* him at all. (Verb)

27. Little.

He gives me *little* of his company. (Noun)
A *little* learning is a dangerous thing. (Adjective)
I like him *little*. (Adverb)

28. Make

My cycle is of English *make*. (Noun)
He was *made* a prisoner by the enemy. (Verb)

29. More.

Nothing *more* I want on this topic. (Noun)
There is *more* truth in Gopal's news than you think. (Adjective)
You must attend *more* to details. (Adverb)

30. Much.

He will inherit *much* from his father. (Noun)
Much of what you say is true. (Pronoun)
She gave me *much* trouble. (Adjective)
I *much* regret the mistake. (Adverb)

31. Near.

Mohan is a *near* relation of mine. (Adjective)
We are *nearing* the canal. (Verb)
My brother lives quite *near*. (Adverb)
The ship was *near* the land. (Preposition)

32. No.

I had *no* time to do your work. (Adjective)
His condition is *no* better than before. (Adverb)

33. Off.

He was standing on the *off* side of the wicket. (Adjective)
Put *off* your dirty clothes. (Adverb)
This constable is *off* duty. (Preposition)

34. Only.

His *only* son was killed in the battle. (Adjective)
I not *only* heard it, but saw it. (Adverb)
Do what you like, *only* don't disturb me. (Conjunction)

35. Right.

Women should agitate for their *rights.* (Noun)
He has not given you a *right* account of the matter. (Adjective)
All our wrongs have been *righted.* (Verb)
The wind was *right* behind us. (Adverb)

36. Round.

The Head Master has gone on a *round.* (Noun)
I have a *round* table in my study. (Adjective)
Vasco de Gama *rounded* the Cape of Good Hope. (Verb)
Rain falls here all the year *round.* (Adverb)
The earth moves *round* the sun. (Preposition)

37. Since.

I have eaten nothing *since* Monday morning. (Preposition)
He left Lahore five months *since.* (Adverb)
What have you done *since* we met? (Conjunction)

38. Slow.

He is making a *slow* progress. (Adjective)
The train *slowed* down, as it entered the boundary of the station. (Verb)
How *slow* he climbs! (Adverb)

39. Some.

Some are born great. (Pronoun)
You should drink *some* cold water. (Adjective of Quantity)

Bring *some* apples. (Adjective of Number)
Some five years hence he will be the head of the department. (Adverb)

40. Sound

Suddenly we heard the *sound* of footsteps. (Noun)
I have not yet *sounded* him on this point. (Verb)
He gave some *sound* arguments in support of his proposal. (Adjective)

41. Spring.

Kashmir is famous for its *springs.* (Noun)
The Basant festival marks the beginning of the *spring* season. (Adjective)
The cat *sprang* at the throat of the rat. (Verb)

42. Still.

The police has discovered another *still* in a sugar-cane field. (Noun)
It was a *still* evening. (Adjective)
The stranger tried in vain to *still* the dog. (Verb)
My brother is *still* confined to bed. (Adverb)
I was tired, *still* I walked on. (Conjunction)

43. Stone.

I can easily lift this heavy *stone.* (Noun)
Stone walls do not make a prison. (Adjective)
The thief was *stoned* to death by the angry mob. (Verb)

44. Than.

You are taller *than* he (is). (Conjunction)
I would do anything rather *than* let him get off. (Preposition)

45. That.

The climate of the Punjab is healthier than *that* of Bengal. (Pronoun)
That tree is the oldest in the garden. (Adjective)
See *that* nobody enters the room in my absence. (Conjunction)
I have done *that* much only. (Adverb)

46. **The.**

The cow is a docile animal. (Adjective)
The more he gets, the more he wants. (Adverb)

47. **Then.**

He had done nothing till *then*. (Noun)
Mr. John, the *then* Principal of the Government College, Lahore, rendered a great service to the Government. (Adjective)
My brother was *then* a mere child. (Adverb)
If he has left the class without your permission, *then* I must find him. (Conjunction)

48. **Till.**

There is no money in the *till* (*i.e.*, money-drawer in shop counter). (Noun)
The farmers were *tilling* the fields. (Verb)
Do not leave this place *till* I return. (Conjunction)
Never put off *till* to-morrow what you can do to-day. (Preposition)

49. **Time.**

The Taj has stood the test of *time*. (Noun)
His strokes were well *timed*. (Verb)

50. **Up.**

He has seen the *ups* and downs of life. (Noun)
My father is arriving by the next *up* train. (Adjective)
Jack and Jill went *up* the hill. (Preposition)
Will you wake me *up* at four to-morrow. (Adverb)

51. **Very.**

It was *very* cold last night. (Adverb)
You are the *very* man I am looking for. (Adjective)

52. **Welcome.**

Pt. Jawahar Lal was given a right royal *welcome* by the Chinese. (Noun)
The appointment of Mr. Harry means a *welcome* addition to the staff of the school. (Adjective)
This measure will be *welcomed* by the people. (Verb)

53. Well.

She has gone to draw water from a *well.* (Noun)
Tears *welled* up in my eyes at the sight of the beggar. (Verb)
Well begun is half done. (Adverb)
You want me to finish this work by 4 o'clock; *well*, I will try my best to do so. (Conjunction)

54. What.

What cannot be cured must be endured. (Pronoun)
Tell me *what* questions she asked you. (Adjective)
What! Sohan turned a Christian! (Interjection)

55. While.

I have not seen him for a long *while.* (Noun)
Don't *while* away your time in gossip. (Verb)
Work *while* you work and play *while* you play. (Conjunction)

56. Whose.

Whose is this picture? (Interrogative Pronoun)
Whose picture is this? (Adjective)
The boy *whose* brother has stood first in the E.A.C. competition is my best friend. (Relative Pronoun)

57. Worth.

Bring me four rupee *worth* of *ghee.* (Noun)
What is this horse *worth*? (Adjective)

Exercise 14

I. Use the following words as *Nouns*:—

Long, bite, fill, next, much, still, fast, sink, little, shot, check, turn, enough.

II. Use the following words as *Pronouns*:—

That, whose, what, one, much, either, both, as, all.

III. Use the following words as *Adjectives*:—

Stone, gold, live, very, up, next, worth, then, above, off, back, call.

IV. Use the following words as *Verbs* :—

Book, train, bottle, water, but, down, man, cloud, arm, shoulder, pen, number, stone, calm.

V. Use the following words as *Adverbs* :—

About, after, yet, but, since, as, up, very, still, fast, any, better.

VI. Use the following words as *Prepositions* :—

But, since, before, down, till, than, by, up, near, like, above, off.

VII. Use the following words as *Conjunctions* :—

Well, till, yet, after, both, either, only, since, then, but, before.

SECTION II

Analysis, Transformation, Synthesis and Direct-Indirect Narration

CHAPTER X

THE PHRASE, THE CLAUSE AND THE SENTENCE

1. Read the following groups of words:—

In a polite manner, to his heart's content, of great fame.

Each of the above groups of words makes some sense, but not complete sense. Such groups of words which make some sense but not complete sense, are called **Phrases.**

2. Now study the following:—

(1) He ate *to his heart's content.*
(2) He ate as much *as he could.*

The group of words *to his heart's content* makes some sense but not complete sense; therefore it is a **Phrase.**

The second group of words *as he could* contains a Subject and a Predicate of its own. Such a group of words *having Subject and Predicate of its own* and *used as a part of a sentence* is called a **Clause.**

The entire group of words *he ate to his heart's content* makes a complete sense; so this we call a **Sentence.**

I. Phrases

3. Read the following sentences:—

(1) He has a house *of his own.*
(2) He sleeps *inside the room.*
(3) He desired *to see him.*

In sentence (1), the group of words *of his own* qualifies the noun 'house' and therefore does the work of an adjective. Such a group of words is called an **Adjectival Phrase.**

In sentence (2), the group of words *inside the room* signifies the place where the action takes place; therefore it does the work of an adverb. Such a phrase is called an **Adverbial Phrase.**

In sentence (3), the group of words *to see him* is the object of the verb 'desired', and does the work of a noun. Such a group of words is called a **Noun Phrase.**

Thus there are three kinds of Phrases, *viz.* :—

(1) The **Adjectival Phrase.**

(2) The **Adverbial Phrase.**

(3) The **Noun Phrase.**

Note.—Besides these, there are **Verb Phrases, Conjunctional Phrases** and **Prepositional Phrases**; as, take to, break up, such......as, so......that, so that, on to, up to, from above.

II. The Clause

4. Examine the following sentence :—

He *arrived* at the station after the train *had left.*

The above sentence consists of two parts :—

(1) He *arrived* at the station.

(2) After the train *had left.*

Now each of these parts contains its own subject and predicate; therefore each part is a **Clause.** But mark the difference between the two. The clause (1) *he arrived at the station* makes complete sense in itself and can give full meaning; while the clause (2) *after the train had left* though it makes some sense, does not make complete sense and requires the help of the clause (1) to give full meaning. That is to say, the clause (1) is *independent*, while the clause (2) is *dependent.* The independent clause may also be called **Chief** or **Principal Clause** and the other **Dependent** or **Subordinate Clause.**

5. It is quite clear that every sentence with two or more clauses must have one as *Principal*, for without the Principal clause, the sentence will be quite meaningless as the example given below shows:—

When he enquired as to where I had gone......

This sentence, in spite of having two clauses, makes *no sense*, for it does not contain in it the Principal clause.

III. The Subordinate Clause

6. (1) He told me *that he would not return before night.*

(2) This is the book *that he gave you yesterday.*

(3) He met me *when I was going to school.*

In sentence (1), the subordinate clause *that he would not return before night* is the object of the verb *told* and consequently does the work of a **noun**. Such a subordinate clause is called a **Noun Clause**.

In sentence (2), the subordinate clause *that he gave you yesterday* qualifies the noun *book* and does the work of an **adjective**. Such a clause is called an **Adjectival Clause**.

In sentence (3), the subordinate clause *when I was going to school* states the time when *he met me*, therefore it does the work of an **adverb**. Such a clause is called an **Adverbial Clause**.

Thus there are **three kinds** of subordinate clauses:—

(1) **Noun Clause**: that does the work of a *noun.*

(2) **Adjectival Clause**: that does the work of an *adjective.*

(3) **Adverbial Clause**: that does the work of an *adverb.*

IV. The Noun Clause

7. Since we know that a noun clause does the work of a noun, it may be :—

(1) **Subject to a Verb**; as, *What he says* **is** not true.

(2) **Object to a Verb**; as, He **paid** *what he owed.*
(3) **Complement to an Incomplete Transitive Verb**; as, He **made** him *what he wished him to be.*
(4) **Complement to an Incomplete Intransitive Verb**; as, He **seems** *what he is not.*
(5) **In Apposition to a Noun or a Pronoun**; as, There is no truth in the **rumour** *that he has died.*
(6) **Object to a Preposition**; as, I do not believe **in** *what he says.*
(7) **Object to an Infinitive**; as, I wish **to see** *how you work.*
(8) **Object to a Participle**; as, **Believing** *that he was guilty*, the judge convicted him

More examples of noun clauses used as mentioned above are given below :

Subject to a Verb :—

(1) *How such a thing came to pass* is still a mystery to me.
(2) *Whoever wins* shall get the prize.
(3) *Whether you will be able to do it* seems uncertain.
(4) *Where we are to put up to-night* is the problem before us.
(5) *How far your words are consistent with your actions* remains to be seen.
(6) *That he would die so soon* was not expected by anyone.

Object to a Verb :—

(1) None knows *how it happened.*
(2) Just let him know *that I will not be able to see him to-day.*
(3) Say *what you may.*
(4) He asked me *if I would accompany him.*
(5) He gave *whatever he could.*
(6) I hope *you will return soon.*

Complement to a Verb of Incomplete Predication (Transitive or Intransitive) :—

(1) His first request will be *that he may be allowed to go.*
(2) Our character becomes *what our society is.*
(3) This was *what I wished to tell you.*
(4) He made him *what he deserved not.*
(5) I found him *what I had ever expected him to be.*

In Apposition to a Noun or a Pronoun :—

(1) The **fact** *that he was an accomplice* in the theft is beyond belief.
(2) His **hope** *that he would regain his lost property* was never realized.
(3) I do not accept the **theory** *that every object contains electricity in it.*
(4) I do not agree to the **saying** *that honesty is the best policy.*
(5) **It** is strange *that you always give us the slip at the time of need.*
(6) **It** was unlucky for him *that he lost his father* just when he needed care.

Note.—**Case in apposition clause** either stands in apposition to an *abstract noun* like fact, hope, theory or saying or to the pronoun *it*.

Object to a Preposition :—

(1) I am aware **of** *what he is about.*
(2) He is a good man **except** *that he is a bit peevish.*
(3) You never attend **to** *what is being done in the class.*
(4) He is ashamed **of** *what he did.*
(5) He felt much alarmed **at** *what he heard.*
(6) He shall have to repent **for** *what he is doing.*
(7) This cow will sell **for** *what it is worth.*

Note.—*Of*, *except*, *to*, *at* and *for* are all prepositions. In analysis they remain *outside* the clause they govern.

Object to an Infinitive :—

(1) I wish **to know** *whether you will help me or not.*
(2) He went there **to see** *if his brother was there.*
(3) Let him **do** *what he may.*
(4) He wished me **to tell** him *why I did not turn up.*

Object to a Participle :—

(1) He left the room **saying** *that he would never return again.*

(2) On **hearing** *that his son was beyond recovery,* he fell down senseless.

(3) **Supposing** *that he does not reach in time,* what will be your course of action ?

(4) **Hoping** *that you would be back in a week,* I did not write to you.

(5) **Believing** *that his end was near,* the old man sent for his sons.

Note carefully the following :—

He **told** me *that he would return soon.*	Noun clause, object to 'told'.
He told me **the fact** *that he would return soon.*	Case in apposition to the abstract noun 'fact'.
He **did** *what he thought right.*	Object to 'did'.
He did the **feat** *which he thought right.*	Case in apposition to the abstract noun 'feat'.
He wished **to know** *who would accompany him.*	Noun clause, object to 'to know'.
He wished to know **the person** *who would accompany him.*	Adjectival clause, qualifies the noun 'person'.
I **know** *where you live.*	Noun clause, object to 'know'.
I know **the place** *where you live.*	Adjectival clause, qualifies the noun 'place'.

He **could** not **tell** me *why he did not attend the meeting.*	Noun clause, object to 'could not tell'.
He could not tell me **the reason** *why he did not attend the meeting.*	Adjectival clause, qualifies 'reason'.
Where he has gone **is** not known to me.	Subject to 'is'.
It is not known to me *where he has gone.*	Case in apposition to the pronoun 'it'.

8. From the above examples it is quite obvious that a noun clause is introduced by :—

(1) The Conjunction *that* ; as,
He told me *that* he would return soon.

Note.—Sometimes *that* is omitted ; as,
I hope you will help me.

(2) The Conjunctions *if* and *whether* ; as,
He inquired *if* I would help him.

(3) A Relative or Interrogative Pronoun ; as,
He did *what* he thought right.
He wishes to know *who* will accompany him.

Note.—Such noun clauses as are introduced by Relative or Interrogative Pronouns must not be preceded by a noun or a pronoun but by a verb ; for in that case, the noun or pronoun will become their antecedent and the clause will become an adjectival one ; as,

He did *the work which* he thought right.
He wishes to know *the man who* will accompany him.

(4) A Relative or Interrogative Adverb ; as,
I know *where* you live.
Just tell me *how* you did it.

Exercise 15

Pick out Noun clauses and state their functions :—

(1) What you say is quite true.
(2) He is conscious of the fact that you suspect him.
(3) Do not depend upon what he promises.

(4) He enquired of me if I could lend him a few rupees.
(5) This is what I was anxious to convey to you.
(6) It is quite clear that you have not understood what I mean.
(7) I know where you were.
(8) How he murdered him is yet a secret.
(9) He is a thorough gentleman except that he drinks very hard.
(10) It is my conviction that he is quite a worthless fellow.
(11) The news that the king was arrested spread like wild fire.
(12) He was sure that he would do well.
(13) The painful idea that I had been the cause of my father's ruin haunted me throughout my life.
(14) Where he has gone is not known to anyone.
(15) He thought that he should conceal himself behind the tree near by.
(16) He does not look what he is in reality.
(17) It is a pity that I could not reach in time to help him.
(18) Anyhow, you must stick to what you promise.
(19) He asked his father if he could keep at home one day more.
(20) Where you mean to go is known to all.
(21) How often things seem what they are not.
(22) His own steady effort has made him what he is at present.
(23) Life becomes what we endeavour to make it.
(24) Please help him in whatever you find him wanting.
(25) The teacher said, " Here lies your pencil, boy."
(26) Where love is, God is.
(27) What cannot be cured must be endured.
(28) What I did, I did from a conviction that it was my duty.
(29) Where Shakespeare was born, when he was born, how he lived, is all a mystery.
(30) Do you know who is who in India ?

V. The Adjectival Clause

9. Since an Adjectival clause does the work of an adjective, it must qualify some noun or pronoun *in some other clause* ; as,

(*a*) **Qualifying the subject :—**

(1) The **dog** *that barks* does not bite.

(2) The **man** *who stole your purse* has been caught.

(3) The **time** *when the school opens* does not suit me.

(4) The **place** *where he was murdered* has been detected.

(5) **He** *who wins the race* shall get the prize.

(*b*) **Qualifying the object** :—

(1) I know the **man** *whom you talk of*.
(2) He has lost the **book** *that you gave him*.
(3) I found the pen on the **spot** *where you had put it*.
(4) Woe to **him** *who has been the cause of his child's destruction*.
(5) He gave me the **one** *that was but worthless*.

(*c*) **Qualifying nouns or pronouns used otherwise** :—

(1) I watched him go through the **window** *that overlooked the house*.
(2) With the **money** *that I have*, I can easily pay off all my debts.
(3) I hate all **such** *as tell lies*.
(4) He has broken the leg of **the table** *that you bought yesterday*.

10. From the above examples, it is clear that an Adjectival clause can be introduced only by a Relative Pronoun or by a Relative Adverb ; as,

I have seen the **man** *who promised you a post*.
I have seen the **place** *where the accident took place*.

Note.—The Relative Pronouns *who*, *whom*, *whose*, *which* and *that* and the Relative Adverbs *why*, *how*, *where* and *when* refer to a noun or pronoun *mostly* lying immediately before each. And that is called their **Antecedent.**

11. The Relative Pronoun or the Relative Adverb introducing the Adjectival clause is sometimes omitted ; as,

(1) He has got the **thing** *he wanted*.
(2) The **day** *he finished his education* he joined service.

12. An Adjectival clause is sometimes introduced by **as** and **but**, when they are Relative Pronouns ; as,

(1) I hate such a man **as** *you are*.
(2) There was no one **but** *wept* (*i.e.*, there was nobody who did not weep.)

13. Sometimes a Relative Pronoun or Relative Adverb introduces a Co-ordinate clause; as,

(1) I carried him to the doctor who (and he) at once washed his wounds.

(2) The doctor immediately gave him a medicine that (and that) gave him instant relief.

(3) He was taken to the hospital where (and there) he was tenderly looked after.

The Relative Pronouns or the Adverbs used in the above sentences *do not qualify their antecedents* but *simply* **add** *new facts.* Hence they make *co-ordinate clauses.* Such a use of the Relative Pronouns or Adverbs is known as **Continuative** or **Non-defining**; while the other use where they qualify their antecedents is called **Restrictive** or **Defining.**

Exercise 16

Find Adjectival clauses and state their functions:—

(1) I have lost the book that you gave me yesterday.

(2) The first thing you are to do is to assure him of your sympathy.

(3) I know how to deal with such a ruffian as you are.

(4) All that glitters is not gold.

(5) One who does not know even how to sign his name cannot be entrusted with such a difficult and important concern.

(6) The prize will go to him who scores the highest marks.

(7) Surely, I cannot believe the story you are telling.

(8) Let me know the time when you are going to pay me a visit.

(9) He pointed to me the place where he had discovered the missing box.

(10) This is the very thing I am after.

(11) Such men as play false to their friends shall not flourish in life.

(12) The way in which you acted could not lead you to a better state.

(13) I am ready to carry out every plan you suggest.

(14) It is not such a thing as is hard to tolerate.

(15) There are times when everyone of us feels a little despondent.

(16) Thankfully I accept the gift you offer.

(17) A large space was occupied by a huge fire near which were spread bear skins the children played upon.

(18) It was not time when they could be admitted to the hall.

(19) There was such a crowd with the procession as made it impossible to move backwards or forwards.

(20) He prayeth best who loveth best.

(21) He laughs best who laughs last.

(22) God loves those who love his creatures.

VI. The Adverbial Clause

14. Like single word Adverbs or Adverbial phrases, an **Adverbial clause** also modifies *verbs, adjectives or other adverbs.*

15. **Adverbial clauses** state *when, where, why, with what aim in view, on what condition*, or *in what manner an action is performed.*

Therefore they are classed under the following heads :—

1. Time	2. Place	3. Cause or Reason
4. Condition	5. Purpose	6. Effect
7. Manner	8. Extent	9. Comparison
10. Contrast or Concession.		

16. **Adverbial Clauses of Time** are introduced by the Subordinative Conjunctions that convey the sense of time ; as,

When, as soon as, while, as (=when), *before, after, till, until, since, whenever.*

For example :—

(1) I entered the hall *after* it had struck ten.

(2) *Whenever* I remind him of his childhood, he begins to smile.

(3) *As soon as* the dog set up a bark, the thief slank away.

(4) Do not step out of the lorry *until* it comes to a stand-still.

(5) *No sooner* did I reach the station *than* the train started.

(6) I have been ill *since* I shifted to this house.

17. Adverbial Clauses of Place are introduced by the Subordinative Conjunctions *where, whence, whither, wherever, wheresoever,* etc.; as,

(1) *Wheresoever* you go, I will follow you.
(2) You will succeed *where* others failed.
(3) *Wherever* you go, I go too.
(4) He went *whither* his fate took him.

18. Adverbial Clauses of Manner or Extent are introduced by Subordinative Conjunctions *as, so far as, according as,* etc.; as,

(1) Do *as* you please. (Manner)
(2) He acted exactly *as* he had promised (in the manner he had promised).
(3) I did not give him a shell, *so far as* I remember. (Extent)
(4) Do unto others *as* you wish to be done by. (Manner)

19. Adverbial Clauses of Comparison or Degree are introduced by the Subordinative Conjunctions *as, as much as, no less than, than,* etc.; as,

(1) Ahmed is cleverer *than* Rashid (in full—than Rashid is).
(2) Fit words are better *than* fine ones (are).
(3) He is *as much* to blame *as* his parents (are).
(4) Jack is *no less* of a rider *than* John (is).
(5) I like you *as much as* your brother (likes you). *or* I like your *as much as* (I like) your brother.

Note 1.—While analysing such sentences the verb ordinarily kept understood is written out.

Note 2.—Example (5) above conveys double sense. The same sentence will give only *one* sense if in place of 'your brother' we put 'he', 'him', 'I' or 'me'. Unlike nouns, pronouns have a distinctive form in the nominative

and the objective cases, so the sense clears up; as,

I like you more than *he* (likes you).
I like *you* more than *him* (than I like him).
You like him more than *I* (do).
You like *him* more than (you like) *me*.

20. Adverbial Clauses of Cause or Reason are introduced by the Subordinative Conjunctions *because, for, that* (because), *since, as* (=because); as,

(1) I cannot make myself heard, *because* you also talk.
(2) *As* he is sincere, I like him.
(3) I am glad *that* you like my proposal.
(4) *Since* you do not wish your own welfare, none else can.
(5) Speak gently, *for* it is better to rule by love than fear.

21. Adverbial Clauses of Purpose are introduced by the Subordinative Conjunctions *that, so that, in order that, lest* (=so that......not); as,

(1) Wahid ran hard *that* he might win the race.
(2) We come to school *in order that* we may learn manners.
(3) Aslam works day and night *so that* he may rise to the top.
(4) Love not sleep, *lest* you should come to poverty (so that you may not come to poverty).

22. Adverbial Clauses of Result, Consequence or Effect are introduced by the Subordinative Conjunction *that* which is generally preceded by *so* or *such* in the Principal clause; (so or such......that......); as,

(1) He is *so* tired that he can scarcely move a step further.
(2) His injuries were *so* serious that he succumbed to them there and then.
(3) The Taj is a model of *such* exquisite beauty that people come to have a look at it from all over the world.

(4) *Such* a fool he is that he scarcely knows his own interests.

23. Adverbial Clauses of Condition are introduced by the Subordinative Conjunctions *if*, *provided*, *unless*, etc.; as,

(1) I promise to accompany you *provided* you come in time.
(2) *If* you do so again, I shall be obliged to turn you out.
(3) I shall not let you go *unless* you promise to return.
(4) *If* you continue to be careless, you shall come to grief.

Some Puzzling Cases

(1) *Had I been here*, matters would never have come to such a pass.
The same can be reproduced as—
If I had been here, matters would never have come to such a pass.

(2) *Were I you*, I would have accepted the offer readily.
The same can be written as—
If I were you (in your place), I would......

(3) The Punjab will be plunged in famine *in case* (if) *no rain falls for a fortnight more.*

(4) *Supposing he says 'no'*, what will you do then?

(5) *Whatever comes*, keep cheerful.
[If (or whether) this comes or that, keep cheerful.]

(6) *Whichever the article you select*, the price will be the same.
It can also run as—
The price will be the same *if* (or *whether*) you select one article or the other.

24. Adverbial Clauses of Concession or Contrast (those *bringing together opposite qualities*) are introduced

by the Subordinative Conjunctions *though, although, even if, however, as, notwithstanding that*; as,

(1) *Though* Nelson looked lean, he was very smart.
(2) I will not cheat others, *although* I starve.
(3) You will not be happy *even if* Marouf's treasure comes to you.
(4) *However* glibly a liar may talk, no one will believe him.
(5) *Notwithstanding that* Taimur was lame of one leg, he could lead an army.

Exercise 17

Pick out Adverbial clauses in the following sentences and after stating their functions, say what word or phrase they modify :—

(1) You have no chance of success unless you work hard.
(2) You must take exercise regularly if you wish to keep up your health.
(3) As he is not concerned in this matter, he ought not to interfere.
(4) You must lay by something that you may pass your old days in peace.
(5) As soon as he heard of my arrival, he made straight for my house.
(6) He is so despondent that nothing can keep up his spirits.
(7) A kind word is as good as a beneficent gift.
(8) Lead me where you saw him.
(9) Though careworn and aged, he still possesses a lively heart.
(10) He chose the men according as they were fit.
(11) After her husband's death, she gave birth to a child.
(12) He is no less guilty than you are.
(13) Take it down on your copy book lest you should forget it.
(14) He called on me exactly as the clock struck four.
(15) There is verdure wherever you cast a glance.
(16) I honour him for his honesty notwithstanding his other shortcomings.
(17) He went up the hill in order that he might regain his health by the change of air.
(18) He looked at me as if he were to devour me.
(19) I will do so since it is your wish.

(20) He will not be contented however rich he becomes.

(21) Considering that he was the most backward boy in the class, he has fared marvellously in the examination.

(22) He had to make several attempts before he succeeded.

(23) Let it remain as it is.

(24) I will sign this bond provided you do not expose it to anybody else.

(25) It is better to reign in hell than to serve in heaven.

Miscellaneous Exercises 18

I. Complete the following constructions by adding a Noun clause :—

(1) I know....................

(2) They made him..............

(3) He sold his house for...........

(4) You become.................

(5) I inquired from all except..........

(6) It is clear beyond doubt..............

(7) ....is true.

(8) The Head Master gave the order..............

(9) First I want to know........................

(10) He jumped up shouting.................

II. Complete the following by adding a suitable Adjectival clause :—

(1) Work...........is never wasted.

(2) This is the place.......................

(3) That is the trick.......................

(4) These are the terms.................

(5) You know the reason..............

(6) All.........is not gold.

(7) He is such a nice fellow...........

(8) This is the book of stories which...very popular.

(9) Heavy lies the head.......................

(10) There stands the palace.................

III. Complete the following by adding an Adverbial clause :—

(1) Do it...........

(2) The crop will grow well.........

(3) I will come...................

(4) No sooner did the bell ring..............

(5) Do unto others..................

(6) ....I will go too.

(7) Bernier was no less of a drunkard.........

(8) ...., I like him.

(9) A cheat cooks up tales............

(10) Harm not others..................

(11) Such a fool he....................

IV. Supply a suitable **Chief clause** to the following Adjectival clauses:—

(1) Which you related yesterday.

(2) In which I lived.

(3) For whom I tried so hard.

(4) As I have never come across.

(5) Where lay buried her only child.

(6) Why wise people do not smoke.

(7) Which keeps watch about my house by night.

(8) That controls the universe.

(9) That they purchased from Raja Bazar.

(10) How you make caustic soda from common salt.

V. Set up an Adverb Relation or a Noun Relation between the following pairs of simple sentences and write each pair out as one sentence, using suitable connectives where necessary:—

(1) He was ailing. I knew it.

(2) He is slow of hearing. The fact is well known.

(3) I ask you to act. You act.

(4) He is reduced. He has been ailing for a fortnight.

(5) He works hard. He wishes to rise.

(6) He is sorry. He cannot express it.

(7) It is certain. None can run a mile in four minutes.

(8) The Head Master gave an order. All boys should come in coloured turbans.

(9) God created man. Everybody whishes to know.

(10) He left home. He said he would never return.

(11) The paper is used for printing and writing on. It is prepared in Jagadhri and Titagurh in India.

(12) The exhibition was held last year at Lahore. It is being held again this year.

(13) They help themselves. God helps them.

(14) He is poor. He is honest.

(15) I reach school in time. I have no bicycle.

(16) They dig pits for others. They fall themselves into them.

(17) He is not at home to-day. I only know so far.

(18) Horatius reached the other end of the bridge. The Tuscans also came up.

(19) He was tired. He lay down to rest.

(20) The aeroplane traverses the sky at a great speed. It is a symbol of the West. The bullock cart moves painfully slow. It is a symbol of the East.

VII. The Co-ordinate Clause

(*Co*=equal)

He is poor. He is honest.
Majid is to blame. So is his companion.
Amar Nath went to the wicket at ten. He batted all day.
He is lame. He limps.

25. Each of the above sentences is *independent* of the other, yet there is a relationship of meanings, which we can bring out by using a special set of Conjunctions employed in joining *Equal* or **Co-ordinate clauses ;** as,

He is poor *yet* honest.
Majid *as well as* his companion is to blame.
Amar Nath went to the wicket at ten *and* batted all day.
He is lame, *so* he limps.

26. The italicised words belong to the class of co-ordinative conjunctions which join equal clauses, but there are cases in which other words also do the same work Of course, they can be substituted by co-ordinative conjunctions ; as,

The doctor was brought in *who* (=and he) gave medicine to the patient.
I met the doctor yesterday again *when* (=and then) we talked about the patient's condition.

27. Or sometimes we may use no conjunctions at all; as,

He is poor; he is honest.
He is lame; he limps.

28. A sentence containing all equal clauses is called a **Compound Sentence**; as,

We invited him *but he did not come.*

29. Sometimes it so happens that a third clause comes in which is not co-ordinate; as,

He stepped in *and* saw *that* everyone was busy writing his own paper.

Such a sample which is a mixture of co-ordinate and subordinate clauses is called a **Mixed Sentence.**

Sample Analysis of Equal Clauses

(*i*) Either you can get a new bicycle or a new suit this winter.

(*a*) You can get a new bicycle.

(*b*) (You can get) a new suit this winter.
Connecting words :—Either......or.

(*ii*) The stream was deep, therefore it was not safe to cross it on foot.

(*a*) The stream was deep.

(*b*) It was not safe to cross it on foot.
Connecting word :—Therefore.

30. Write out the equal clauses separately and complete, supplying the words omitted. Show the conjunctions apart.

Analysis of Mixed Sentences

He stepped in and saw that everyone was busy writing his own paper.

(*a*) He stepped in.

(*b*) (He) saw. [Co-ordinate to (*a*)]
Connective :—And.

(*c*) That everybody was busy writing his own paper. [Sub. noun clause, object to the verb 'saw' in (*b*)]

Exercise 19

Analyse the following sentences:—

(1) He as well as you is guilty.

(2) He called at my house but I did not see him.

(3) Either he or you must have stolen the book, for no other person can enter my room.

(4) Some call him a fool and others a knave.

(5) He is not afraid but nervous.

(6) Stop, or you are no more.

(7) Leave this room otherwise I shall send for the police.

(8) Either he is mad or foolish, otherwise how could he have committed such a blunder.

(9) I opened the door and peeped in, but there was none to be seen.

(10) I did require a horse but could not buy that one for it was not only lame of a leg but blind of an eye too.

(11) He can read as well as write, while his brother can do neither.

(12) Some are born great, some achieve greatness, and some have greatness thrust upon them.

(13) Ahmad was quite tired out with excitement and was soon glad to spread out his rugs and pillow and lie down for the night.

(14) He had tried and tried, but couldn't succeed,
And so he became quite sad.

(15) Stone walls do not a prison make,
Nor iron bars a cage;
Minds innocent and chaste,
Take them for a hermitage.

CHAPTER XI

ANALYSIS OF SIMPLE SENTENCES

1. A Simple sentence has no clauses.

2. We have already seen that a Simple sentence consists of *two* main parts, *i.e.*, the **Subject** and the **Predicate**; as in the sentence 'Ram sleeps',

Subject	*Predicate*
Ram	sleeps

3. The subject may sometimes be preceded by some word or words that qualify or enlarge it. As the subjects are only nouns or words standing for nouns, the word or words qualifying the subject must be either an adjective or some adjectival phrase. Such a word or group of words is called **the Enlargement of the Subject.**

4. In a similar way, there may be a word or a group of words modifying or extending the Finite verb. As such words are only adverbs or words used as adverbs, such word or a group of words is called **the Adverbial Additions** or **the Extension to the Predicate.**

5. Sometimes the Finite verb in the Predicate may be a verb of incomplete predication which requires a noun, pronoun or an adjective, etc., to be placed after it to make complete sense. Such nouns or pronouns are called **Complements.**

6. Sometimes the verb in the Predicate is a transitive verb and requires a noun or a pronoun to be placed after it. Such a word is called the **Object**.

7. Just like the subject, the object too may be preceded by a word or a group of words to qualify it. Such a word or group of words is called **the Enlargement of the Object.**

8. From the above it is obvious that a Simple sentence is composed of the following parts:—

(1) The Subject { Subject-Proper; Enlargement of the Subject }

(2) The Predicate { Finite Verb; Object; Enlargement of the Object; Complement; Extension to the Predicate or Adverbial additions showing time, place, manner, extent, etc. }

9. We usually arrange the above in the form of a **Table** and give each sub-division a separate column, as shown on page 142 :—

(1) My father saved his life.

(2) His brilliant success roused the jealousy of his companions.

(3) He was appointed Governor of the Punjab in 1925.

(4) He is no match for that good-looking girl.

(5) He being poor, cannot afford to spend much over his son's education.

(6) A gentleman of wealth and position, living in Lahore some ten years ago, had a grand temple built outside the Lohari Gate.

Tabular Analysis

	Subject			Predicate			
No.	Subject-Proper	Enlargement of the Subject	Finite Verb	Object	Enlargement of the Object	Complements	Extension to the Predicate
(1)	father	My	saved	life	his	...	...
(2)	success	His brilliant	roused	jealousy	of his companions.	...	...
(3)	He	...	was appointed	...	...	Governor of the Punjab	in 1925.
(4)	He	...	is	...	...	no match	for that good-looking girl.
(5)	He	being poor	cannot afford	...	...		to spend much over his son's education.
(6)	A gentleman	(1) of wealth and position (2) living in Lahore some ten years ago	had	a temple	grand, built	...	outside the Lohari Gate.

We can break up each clause of a Compound, Complex or a Mixed sentence, and arrange it in the tabular form, but this is not generally required nowadays.

Exercise 20

Analyse the following Simple sentences in the tabular form:—

(1) The greedy dog lost his own piece of meat too.

(2) Seeing the grains of rice scattered in a wild forest, the king of pigeons could not believe his eyes.

(3) The very moment he and his father arrived from somewhere near by.

(4) Having served his master, the slave felt much relieved.

(5) The old woman, on opening her eyes, found all her fine furniture missing.

(6) Now the pigeons began to reprove their imprudent and rash companion for ruthlessness and bad advice.

(7) At last, the king told them what to do.

(8) They all obeyed their wise and kind king.

(9) Thus the whole troop of pigeons escaped by means of union.

(10) The wise ones will profit by this good lesson.

(11) One bleak night in winter, a farmer named Rakha happened to pass the night outdoors in his fields.

(12) Calcutta, one of the greatest cities of the world and the capital of Bengal, is situated on the mouth of the river Hooglie.

(13) Hope, the balm of life, soothes us in every misfortune.

(14) A contented man is always happy with his lot, howsoever humble.

(15) His dear father then gave him consolation and peace of mind.

Simple Analysis of Complex Sentences

A Complex sentence contains one **Chief** or **Principal** clause and *one* or *more* Subordinate clauses. The Subordinate clauses may be noun, adjectival or adverbial clauses.

10. We break up a Complex sentence into its clauses, write them out separately and state against each its relationship to the other and also the work it does. This is called **Clause Analysis.** Further, each clause can be analysed in the tabular form, if so required.

Study the following worked out examples:—

(A) As soon as he heard that his son had been murdered, he fell to the ground senseless.

(1) He fell to the ground senseless	Principal clause.
(2) As soon as he heard	Sub. Adverbial clause of time, modifying the verb 'fell' in (1).
(3) That his son was murdered	Sub. Noun clause, object to the verb 'heard' in (2).

(B) He little knows that the man whom he trusts so much will be the cause of his destruction.

(1) He little knows	Principal clause.
(2) That the man will be the cause of his destruction	Sub. Noun clause, object to the verb 'knows' in (1).
(3) Whom he trusts so much	Adjectival clause, qualifying the noun 'man' in (2).

(C) It was none other than he who stole my purse.

(1) It was none other	Principal clause.
(2) Than he	Sub. Adverbial clause of comparison, in continuation of 'other' in (2).
(3) Who stole my purse	Adjectival clause, qualifying the pronoun 'he' in (2).

(D) Whatever you say, it seems that he is bent upon the mischief that is likely to ruin both of you.

(1) It seems	Principal clause.
(2) Whatever you say	Sub. Adverbial clause of contrast, modifying the verb 'seems' in (1).
(3) That he is bent upon the mischief	Sub. Noun clause, case in apposition with the pronoun 'it' in (1).
(4) That is likely to ruin both of you	Adjectival clause, qualifying the noun 'mischief' in (3).

A Few Important Tips in Analysis

1. Each clause must have a Finite Verb of its own. So a sentence will contain as many clauses as there are Finite Verbs.

2. Beware of -ing forms or third forms used merely as Present or Past Participles ; as,

He **showed** me a picture *drawn* by a skilful artist.

He **went** from door to door *preaching* his principles.

The words italicised in the above sentences are mere Participles.

3. Do not be misled by connectives. They give you but half the guidance, for one and the same conjunction, sometimes, introduces clauses of different kinds ; as,

(*a*) **That** :—

(1) He ran hard *that he might catch the train.* (Adverbial clause of purpose)

(2) He is so tired *that he cannot move a step further.* (Adverbial clause of effect)

(3) This is the pen *that I found lying there.* (Adjectival clause)

(4) He told me *that he would leave on the next day.* (Noun clause)

(*b*) **When** :—

(1) I do not know *when he left this place.* (Noun clause)

(2) Let me know the time *when you intend to leave.* (Adjectival clause)

(3) He leapt up with joy *when his father gave him a toy.* (Adverbial clause)

(*c*) **As** :—

As I entered the jungle, I heard the cries of 'a wolf, a wolf'. (=when) (Adverbial clause of time)

Do *as I tell you.* (=in the manner in which) (Adverbial clause of manner)

Such a lover of humanity *as Gandhi is* seldom born one in an age. (Adjectival clause, qualifying the noun 'lover')

As I am having chill and headache, I cannot come to school. (=because) (Adverbial clause of cause)

There are not many minars **as** tall *as Kutab Minar* (*is*). (Adverbial clause of comparison)

4. Complete the clauses by supplying omissions coming generally after the conjunctions *while*, *if*, *than* and *as...as*, etc.

While reading, do not lie in bed.

In full :—While (*you are*) reading, do not lie in bed.

Keep this money with you and *if* necessary distribute it among poor students.

In full :—Keep this money with you and if (*it be*) necessary, distribute it among poor students.

Mahmud is taller *than* I.

In full :—Mahmud is taller than I (*am*).

There are not many minars *as* tall *as* Kutab Minar.

In full :—There are not many minars as tall as Kutab Minar (*is*).

5. When **two connectives** come together in a sentence, the *second* connective introduces the clause *that follows it*, and the *first* introduces *some subsequent* clause; as,

He told me **that** *as he was ill*, **he would not attend the school.**

(1) He told me	Principal clause.
(2) That he would not attend the school	Noun clause, object to 'told' in (1).
(3) As he was ill	Adverbial clause of cause, modifying 'would attend'.

6. In **Mixed Sentences** find out the Co-ordinate clause carefully. Study the following sentences :—

(1) When he opened the door, he found a man sitting in his chair and busily employed in drawing a portrait.

(*a*) He found a man sitting in his chair...[Principal clause]

(*b*) And busily........portrait........[Co-ordinate to (*a*)]

(*c*) When he opened the door......[Sub. Adverbial clause of time, modifying the verb 'found' in (*a*)]

(2) When I asked his father as to where he had gone, he told me that he had left for Lahore the previous night but that he was expected to return that morning.

(*a*) He told me......[Principal clause]

(*b*) That he......the previous night......[Noun clause, object to 'told' in (*a*)]

(*c*) But that......that morning...[Co-ordinate to (*b*)]

(*d*) When I asked his father......[Sub. Adverbial clause of time, modifying 'told' in (*a*)]

(*e*) As to where he had gone......[Sub. Noun clause, object to the verb 'asked' in (*d*)]

Such sentences are also called **Compound-Complex** or **Composite** sentences.

7 The Use of Learning Analysis.

To learn analysis only for examination purposes is to make a poor use of it. Most students do so with the six or seven marks, that a question on analysis carries, as their objective. How much more good it will do them if they only understand that Analysis is a means devised by grammarians to teach the writing of the language. The following points will make it clear :—

(*a*) Analysis helps you break up a correct model of the language—a sentence—into its simpler parts.

(*b*) Further it helps you study the setting in which each such part occurs and thus learn the right order in which words, phrases and clauses should be placed.

(*c*) Relationship between a part and part becomes clear and you can study how that relation has been established.
(*d*) It helps you in learning the use of punctuation marks, as employed by master writers.
(*e*) The right value and meanings of conjunctions become clear.
(*f*) With the help of Analysis you can also complete constructions which were incomplete.

Keen students of English will do well to turn Analysis to its proper purpose. Examination marks, of course, must come to them as something in the bargain.

Exercise 21

Sentences for Analysis (with guiding hints given)

1. He knew he must do as his wife wished, or there would be no peace for him.

   [*Hint.*—1. Joining word 'that' is kept understood after 'knew'.
   2. Or=otherwise, setting the fact that follows against 'he must do'.
   3. As=in the way in which—indicates 'manner'.

2. Followers are very eager to know if their leaders practise what they preach.

   [*Hint.*—This 'if' is governed by the Infinitive form of a transitive verb. It does not introduce condition.]

3. Soon an x-ray photograph was taken, which should guide the physician in locating the trouble.

   [*Hint.*—Which should guide=so that it might guide, etc.]

4. Asoka, probably, never felt so overjoyed as when he met his long-lost son.

   [*In full.*—Asoka, probably, never felt so overjoyed as (he did) when he met his long-lost son.]

5. Cinema as employed to-day does more harm than good.

   [*Hint.*—Than (it does) good.]

6. In Islington there lived a man,
   Of whom the world might say
   That still a godly race he ran,
   Whene'er he went to pray.

   [*Hint.*—In Islington there lived a man—Principal clause.]

7. They strove, with bated breath,
   To reach it, ere their failing strength.
   Were filched from them by death.

[*Hint.—Bated* and *failing* are mere participles used as adjectives.]

8. Teach us the strength that cannot seek,
By deed or thought, to hurt the weak.
[*Hint.*—Teach us the strength—Principal clause.]

9. Yet beautiful and bright he stood,
As born to rule the storm.
[*Read.*—As (if) born.........]

10. This terrible saying was made known to the king, who, greatly troubled, asked why such a dreadful thing must come to pass.
[*Hint.*—' Who greatly troubled, asked ' qualifies ' king '.]

11. Then was Marouf amazed, and said, " Can you take forth the treasure that is here about us and place it above us on the ground so that there is nought remaining ? "
[*Hint.*—The chief clause within the " " is noun clause object to the outside verb, here ' said '.]

Exercise 22

Analyse the following sentences into clauses, giving the kind and function of each :—

(1) While he sat musing as to how he could solve the problem, he hit upon a good plan.

(2) It astounded him that a girl of twenty-one could have thought so deeply upon life as she had.

(3) It was good for him that his father did not send him where he wished.

(4) It turned out that he had lost his way back to me so that it was lucky he found me at all.

(5) When he heard that it was his own son who was the real culprit, he was so much overpowered with grief that he fell down unconscious.

(6) If he had acted as his brother proposed, he would have been to-day the most fortunate man.

(7) After the old man had passed away, the three brothers dug the fields so deep that though they could not get at the treasure the field yielded the most excellent crop they had ever witnessed.

(8) If he gives me his word that he will not desert me again as he did when I stood in need of help, I am ready to accompany him to wherever he likes.

(9) I will give you no more money unless you tell me how you spent the ten-rupee note I gave you yesterday.

(10) As he was a man who would rather be angry than sorry, he considered Gregory to be the cause of his woe.

(11) If I had met the lions on any of my travels, it was much more likely that they would have added me to their list of victims than that I should have succeeded in killing any of them, as everything would have been in their favour.

(12) If he had met me in the street, I would never have asked him what he meant by sending such a message as he did but would have knocked him down with as hard a blow as he might have ever received.

(13) You can easily understand from what I have told you how difficult it was for me to pull on with such a man as he was.

(14) When he learnt that even his faithful servant had turned against him, he ran into a wild fury and swore that he would never have confidence in any person howsoever faithful he might seem to be.

(15) You may say whatever you like but the fact is that he never meant to do you any harm though his actions went so much against you that they brought about your perfect ruin.

(16) This rule from which we get so much trouble and suffer so much loss would be cancelled by any master who was wise enough to know what our wants and difficulties really are.

(17) When I had finished my work, I thought of going to the Lorang where the man whom I had promised a visit the day before was to meet me for the consultation whether he should start business at Lahore or not.

(18) Another man whose life I had once saved after he had been tossed by a buffalo, attempted to spear the lion while he was mangling my servant. (C. U.)

(19) Strange as it may appear, it is absolutely certain that the man who carried on his work so languidly that he gave offence to everybody was better suited for the post than one gifted with restless energy. (M. U.)

(20) I do not know what others may think of what I have done, but to myself I appear like a child who is picking up pebbles on the shore, while the great ocean of Truth lies unexplored before me. (Newton)

(21) I resolved that I would do nothing until I knew the worst; so I merely put my head in, and said I should be back in an hour to breakfast with him, and passed on. (P. U.)

(22) It was yet early in the morning of the following day, when, as I was walking in my garden, I was told that Mr. Peggotty wanted to speak to me. (P. U.)

(23) It was when he was nearing the summit that one of those strange incidents occurred which, singular in themselves, derive from later events a terrible significance. (P. U.)

(24) When I came to the foot of the hill called Difficulty, I met with a very aged man who asked me what I was and where I was bound for. (P. U.)

(25) Countries near the sea have often a more temperate climate than others; but we shall be greatly mistaken if we think that this is always the case. (P. U.)

(26) His opponents were six in number, but he did not mind that, and leaping down from his horse, he struck each of them in turn such a blow as to kill every man on the spot where he stood. (P. U.)

(27) (*a*) While he was speaking, I perceived that the audience, who had at first strongly opposed him, were gradually coming round to his opinion.

(*b*) To work when others are idle will enable you to idle when others are at work. (P. U.)

(28) However much we may pretend to be tired of life, it cannot be doubted that most of us cling to it with an eagerness that would be surprising if we did not know how strong the feeling of hope is in the human breast. (P. U.)

(29) I knew the man who believed that if a man were permitted to make all the ballads of a nation, he need not care who made its laws. (A. U.)

(30) Upon the first day of the week, when we were gathered together to break bread, Paul discoursed with them, intending to depart on the morrow, and prolonged his speech until midnight. (P. U.)

(31) The man whom I hit on the head with a stick on my way home from school on Monday, says that when he meets me on the road again, he will beat me until I cry for mercy. (P. U.)

(32) The fox who had been very much alarmed, now judged that there was no reason for fear, and demanded of the ass how he had dared to put on a skin which but a little while before had belonged to an animal so noble that he was regarded as the king of the forest. (P. U.)

(33) When people break through the strange feeling which has gathered around it, that it is dull and unreal, and find that it is the most interesting book in all the world, they will be open for its deeper power to lay hold upon their consciences and hearts. (P. U.)

(34) How this comes to be so I do not know although I must confess that if I had cared to inquire, I had ample opportunities for discovering why they acted so peculiarly. (P. U.)

(35) As Betsy Gurney sat curled up in the window seat, she made such a pretty picture as any artist would have been happy to paint.

(36) A watch hung over the mantelshelf ; its low ticking was the only sound which broke the profound quiet, but it was a solemn one, for well they knew that it was beating the knell of a spirit soon to depart. (P. U.)

(37) The problem I wish to discuss is the growth of ignorance at the present day, a problem which is generally overlooked, just because, instead of beginning with ignorance, we fix our attention on knowledge which at present appears to be increasing. (P. U.)

(38) While they were occupied in this way, he passed into an adjoining room, which excited no suspicion, as he was still visible through the open doors by which the apartments communicated with each other. (A. U.)

(39) After making his purchases, the king went back to his carriage, when the jeweller came out and begged that he would do him the honour of returning to his shop, as he had something important to say to him. (A. U.)

(40) The emperor asked if they would serve his successor, whoever might be, as faithfully as they had served him, in order that the country might continue to enjoy peace and prosperity. (A. U.)

(41) What I did, I did from a conviction that it was my duty and I do not see how I could have acted otherwise in the circumstances. (A. U.)

(42) It is usually easier to make up your mind what to do than to act in the way you have decided upon, after you have made up your mind. (A. U.)

(43) If we would always recollect that we live among men who are imperfect by nature, we should not be in such a fear when we find out our friend's failing. (A. U.)

(44) As my gift, which your true love has worthily purchased, take my daughter and do not smile that I boast she is above all praise. (C. U.)

(45) What use he will make of the talents he has been blessed with, is the important question a youth must ever keep before himself, while at school and college. (C. U.)

(46) The triumphs that on vice attend
Shall ever in confusion end ;
The good man suffers but to gain,
And every virtue springs from pain.

(47) It was six men of Hindustan,
To learning much inclined,
Who went to see the elephant,
(Though all of them were blind.)
That each by observation
Might satisfy his mind.

(48) Tell me not in mournful numbers
Life is but an empty dream!
For the soul is dead that slumbers,
And things are not what they seem.

(49) I looked to heaven, and tried to pray,
But whenever a prayer had gushed,
A wicked whisper came, and made
My heart as dry as dust.

CHAPTER XII

TRANSFORMATION OF SENTENCES

1. *Trans*=on to the other side, hence '*Transform*' means *carry over to a new form.* We can carry over sentences into new forms *without altering the sense.* This process is known as **Transformation.** It is a very valuable aid in English composition. Variety of form is the spice of language writing. By this process we learn to express our meanings in many different forms. Most suitable ones can, then, be selected.

There are many methods of doing it. The most important ones are :—

I. Interchange of Forms of Simple Sentences

2. A Simple sentence can take the following different forms :—

(1) **Assertive.**—Those which establish or affirm a fact or deny one ; as,

He is a good man.
Coughing in the class is not proper.

(2) **Imperative.**—Those which we use for giving commands, making requests or for warning others against doing unpleasant things ; as,

Clean your teeth.
Look over my essay, please.
Don't come to blows.

(3) **Interrogative.**—Those used for asking questions or making inquiries ; as,

Do pickpockets ever become millionaires ?
Isn't he well to-day ?
Why should you not return a good turn with a good turn ?

(4) **Exclamatory.**—Those forms of sentences with the help of which we utter forth our sudden feelings of pleasure or pain; as,

What a lucky chance!
What a fearful night!
Hurrah! we win!
"O horror! it is the Inchcape Rock!"

(5) **Optative.**—Those which express an ardent wish; as,

May the good flourish!
May the wicked come to their doom!

Study carefully the **punctuation marks** that each form takes after it:—

Assertive	... }	Full stop	(.)
Imperative	... }		
Interrogative	...	Question mark	(?)
Exclamatory	... }	Exclamation mark	(!)
Optative	... }		

Without their proper punctuation marks, the sentences are meaningless.

II. Interchange of Exclamatory and Assertive Sentences

3. *Exclamatory.*—O *what* an idea!
Assertive.—This is a *very good* idea.
Exclamatory.—O *that* he were here!
Assertive.—*I wish* that he were here.
Exclamatory.—O *what* a fall was there my countrymen!
Assertive.—That was a *terrible* fall, my countrymen.
Exclamatory.—*How* pretty the rainbow looks!
Assertive.—The rainbow looks *very pretty indeed.*
Exclamatory.—If *I could only* see him once!
Assertive.—I *earnestly desire* to see him once.

Exercise 23

I. Transform the following from Exclamatory to **Assertive**:—
(1) Well done!
(2) What a lame excuse!

(3) Would that we may meet again happily!
(4) "Hurrah! We have won the match," said the boys.
(5) What a pretty little girl!
(6) Alas, that he should die so young!
(7) Death before dishonour!
(8) Too late! Nothing can save him now!
(9) How foolish you are to be afraid of what never existed in this world!
(10) Woe to him that shareth not his neighbour's misfortunes!
(11) A horse! a horse! my kingdom for a horse!
(12) How sweet are the uses of adversity!
(13) Ah, what a sight was there!
(14) Oh that I were rich!
(15) Good heavens! what a story!

II. Transform into **Exclamatory**:—

(1) I wish I had never deserted my mother.
(2) It is a very dreadful sight.
(3) I wish I had wings to fly over to her palace.
(4) It is strange that we should meet again.
(5) I am sad to think that this young man should mar his career thus.
(6) I wish that I were a child again.
(7) It was an evil moment when first I caught sight of her.
(8) The judge has been very unjust to you.
(9) The mighty have fallen low.
(10) That man is utterly foolish.
(11) A little knowledge is indeed a dangerous thing.
(12) You look very smart in your new suit.
(13) The rose smells very sweet.
(14) I wish I had won a medal.
(15) It is sad to think that you should have acted thus.

III. Interchange of Affirmative and Negative Sentences

4. Read carefully the following examples:—

(*a*) *Affirmative.*—He is a *good* man.
Negative.—He is *not* a *bad* man.

(*b*) *Affirmative.*—*Everyone admits* that he is quite innocent.
Negative.—*None denies* that he is quite innocent.

(*c*) *Affirmative.*—He tried *every* plan.
Negative.—He left *no* plan *untried.*

(*d*) *Negative.—No sooner* did he hear this news than he fainted.
Affirmative.—As soon as he heard this news, he fainted.

(*e*) *Negative.*—It is *so* hot outside that we *cannot* move about.
Affirmative.—It is *too* hot outside for us *to* move about.

(*f*) *Affirmative.*—Shakespeare was *the greatest* poet.
Negative.—No other poet was *so great as* Shakespeare.

Exercise 24

I. Convert the following Affirmative sentences into **Negative** :—

(1) He is as skilful as his brother.
(2) Mohan is the cleverest boy in the class.
(3) As soon as he saw the tiger, he fled.
(4) Handsome is that handsome does.
(5) He always obeys his parents.
(6) Only a rich man can afford to lead such a luxurious life.
(7) Everyone admits that he did his utmost.
(8) Your son is a child of remarkable intellect.
(9) The school is quite near to the market.
(10) I shall ever remember the days that we spent together.

II. Convert the following from Negative into **Affirmative** form :—

(1) He had not gone far when it began to rain.
(2) I shall never forget this kind act of yours.
(3) No other goldsmith was as skilful as Mahadev.
(4) None but a mean fellow can act so basely.
(5) He did not survive many days after this dispute.
(6) It was not until 1936 that he came to the bar.
(7) The teacher did not leave a single exercise-book unexamined.
(8) I am not a bit sorry for what I have done.
(9) He never disobeys his parents.
(10) His temper did not improve with age.

IV. Interchange of Interrogative and Assertive Sentences

5. When a question is asked for the sake of getting an *admission* or denial (*i.e.*, when a question is put to *suggest the answer* that the speaker wishes to be given to it), the answer is to be *negative* when the question is *affirmative* and *vice versa.* The following examples will

illustrate it fully :—

(*a*) *Interrogative.*—Can you please everybody ?
Assertive.—You cannot please everybody.

(*b*) *Interrogative.*—Who would not like freedom ?
Assertive.—Everybody would like freedom.

(*c*) *Interrogative.*—Does he not deserve the prize ?
Assertive.—He deserves the prize.

(*d*) *Interrogative.*—Can anyone bear such injustice ?
Assertive.—None can bear such injustice.

Vice versa :—

(*e*) *Assertive.*—It does not become you to abuse others.
Interrogative.—Does it become you to abuse others ?

(*f*) *Assertive.*—None cares for such a wretch.
Interrogative.—Who cares for such a wretch ?

(*g*) *Assertive.*—He saw nothing peculiar in her appearance.
Interrogative.—Did he see anything peculiar in her appearance ?

(*h*) *Assertive.*—A cow is a gentle creature.
Interrogative.—Is not a cow a gentle creature ?

(*i*) *Assertive.*—It does not matter much though we fail.
Interrogative.—What though we fail ?

Exercise 25

I. Transform the following sentences into **Assertive** sentences :—

(1) Is that the way in which you should talk in society ?
(2) Who does not know the owl ?
(3) Can you afford to be idle ?
(4) Who will waste time in reading this trash ?
(5) Shall I ever forget the kindness you have shown me ?
(6) Is this the kind of dress to wear in school ?
(7) What though all the money be lost ?
(8) Was Mohammed Tughlaq the wisest of the kings ?
(9) Why deceive yourself by hearing others flatter you ?
(10) "Breathes there the man with soul so dead ?"
(11) Did you notice anything peculiar in his speech ?

(12) Who would favour slavery?
(13) Who cares for the weak?
(14) What though the ship were sunk?
(15) Does he not deserve the punishment?

II. Express the meaning of the following assertions by means of **questions**:—

(1) There is no worship better than work.
(2) I have no heart to wait any longer.
(3) The joys of pious life are beyond description.
(4) All worship the rising sun.
(5) Fit words are better than fine ones.
(6) It is blowing very hard.
(7) He prefers riding to walking.
(8) Life is a burden indeed.
(9) It is no use to rob Peter to pay Paul.
(10) The good that men do is not interred with their bones.

V. Interchange of One Part of Speech for Another

6. Study the following examples :—

(*a*) *Noun.*—He has no *hope* of success.
Verb.—He *does* not *hope* for success.
Adjective.—He is not *hopeful* of success.

(*b*) *Verb.*—He always *obeys* his elders.
Adjective.—He is always *obedient* to his elders.
Adverb.—He always behaves *obediently* towards his elders.
Noun.—He always shows *obedience* to his elders.

(*c*) *Verb.*—This forest *abounds* with lions.
Noun.—Lions are in *abundance* in this forest.
Adjective.—Lions are *abundant* in this forest.
Adverb.—Lions are found *abundantly* in this forest.

(*d*) *Adjective.*—It was only a *momentary* pleasure.
Noun.—It was a pleasure that lasted for a *moment* only.

(*e*) *Adverb.*—He *forcibly* made his way through the crowd.
Verb.—He *forced* his way through the crowd.

(*f*) *Verb.*—All *admit* that he is a great genius.
Adverb.—He is *admittedly* a great genius.

(g) *Noun.*—He enjoys full *freedom.*
Adjective.—He is perfectly *free.*

Expressing the same sense with the aid of different Parts of Speech is a device of great worth in language study. This can provide an intellectual game, at once wholesome and interesting, like word-building.

Exercise 26

I. Rewrite the following sentences, substituting the Verb form for the words italicised :—

(1) He cuts many *amusing* jokes.
(2) He has promised his *patronship* to the concern.
(3) It was a great *pleasure* to me to help him.
(4) He has not acted according to the *instructions.*
(5) This work is forced on me against my *inclination.*
(6) He sought *admission* into the college.
(7) He gave me the *assurance* of his full support.
(8) He paid the bill *unhesitatingly.*
(9) I cannot believe that he did it *intentionally.*
(10) His *persuasion* produced no effect upon his son.
(11) He put up a brave *fight.*
(12) There is a slight *difference* betwen the two shades.
(13) He took a keen *interest* in mountaineering
(14) He has a great *love* of books.
(15) Bitter words caused him much *pain.*

II. Rewrite the following sentences, substituting the Noun form for the words italicised :—

(1) He rejects all we *propose.*
(2) It *costs* ten rupees.
(3) I cannot *consent* to your going at this time.
(4) By his misbehaviour he only *disgraces* his own family.
(5) The Prime Ministership of Sir M. Viswas will be *remembered* as a landmark in the history of Mysore.
(6) He discussed with me how far his plan could *suit* his purpose.

(7) His trick was *detected.*
(8) The boy *rode* his pony joyfully.
(9) Talking ill of others does not *interest* the wise.
(10) He *cheated* everybody. (Play the cheat).
(11) No amount of profit could *gratify* him.
(12) Mr. Bhatnagar *tops* as a chemist in India.
(13) Helping the needy *pleases* him a great deal.
(14) Untimely remarks are bound to *offend.*
(15) He *determined* to run the risk.

III. Rewrite the following sentences, substituting the **Adjective form** for the words italicised :—

(1) This plan will bear *fruit.*
(2) This show comes but to *pass.*
(3) Rats give us much *trouble.*
(4) The doctor examined my eyes with great *care.*
(5) *Suddenly* he appeared on the scene.
(6) Europe is passing through times of *trouble.*
(7) The patient spent the night *in rest.*
(8) War doubled his *profits.*
(9) He *calculates* his plans well.
(10) Always avoid literature *cheaply produced.*
(11) There is no possibility or chance *of success* for him.
(12) Edison proved to be an inventor of remarkable *industry* and *intelligence.*
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(14) It was not my *intention* to make this error.
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[**Note.**—Whole clauses can, sometimes, be reduced to a single adjective, but these are generally Compound Adjectives. You should try to collect as many of them as you can during the course of your study.

Note the following examples :—

1. He gave an advice *that I can never forget.*
   He gave me a **never-to-be-forgotten** advice.
2. This is a flower *that cannot bear to be touched.*
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3. This is a thorn *that will require the passer-by to wait a bit.*
This is a **wait-a-bit** thorn.]

IV. Reproduce the following sentences, using an **Adverb form** for the word or words italicised :—

(1) The clock stopped *all of a sudden.*
(2) He was *sad* to leave his home.
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(14) *Now* he took fruit juice, *then* milk *and again* the *former.*
(15) The villager *appeared* to be a fool.

VI. Interchange of Voice of Transitive Verbs

7. A sentence in the Active form may be changed into the Passive form and *vice versa*; as,

Active.—She is writing a letter.
Passive.—A letter is being written by her.
Active.—He gave me a book.
Passive.—{ A book was given me by him.
{ I was given a book by him.
Active.—I know him well.
Passive.—He is known to me well.
Active.—Please post this letter.
Passive.—This letter may be posted, please.
Active.—Carry it home.
Passive.—Let it be carried home.

Active.—They say he never did anything base.
Passive.—{It is said that he never did anything base. / He is said never to have done anything base.}
Active.—I expect him to be here instantly.
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Active.—Someone has stolen my purse.
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Active.—It is time to close the shop.
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Active.—One ought to keep one's promise.
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Active.—Have you finished your work?
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Active.—Who cares for me?
Passive.—By whom am I cared for?
Active.—Who is tending my horses?
Passive.—By whom are my horses being tended?

Note.—For a detailed treatment of this subject, *see* chapter V.

Exercise 27

I. Transform the following sentences from Active to Passive:—

(1) The ball struck him on the skull.
(2) Somebody has stolen my watch.
(3) He ordered the servant to fetch his uniform.
(4) Can you kindly help me in this matter?
(5) Just ask him where he has put the key.
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(1) Printing was invented probably two thousand years ago in China.
(2) His untimely speech was universally disliked.

(3) He is being reproved by his father for his negligence.
(4) His purse was stolen.
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(6) Let this be done first.
(7) He is expected to be here shortly.
(8) What am I suspected of ?
(9) He was looked down upon by everybody.
(10) Is he allowed to come in ?

CHAPTER XIII

TRANSFORMATION OF SENTENCES *(contd.)*

I. Expanding Simple Sentences into Compound Ones

1. Simple sentences can be converted into Compound ones *by expanding words or phrases into Co-ordinate clauses* with the help of Co-ordinative Conjunctions.

2. The following examples will help to indicate the process :—

(*a*) *Simple.*—I could not see you *owing to* a rush of work.
Compound.—*I had a rush of work and so* I could not see you.

(*b*) *Simple.*—*Besides* being a fool, he is a perfect knave.
Compound.—*He is not only a fool but also* a perfect knave.

(*c*) *Simple.*—*Notwithstanding* the strong opposition, he kept up a brave heart.
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(*e*) *Simple.*—The real culprit *having confessed* his fault, he was acquitted of the charge.
Compound.—The real culprit *confessed* his fault *and* he was acquitted of the charge.

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Rewrite the following Simple sentences as **Compound** sentences:—

(1) Taking his satchel, the boy set out for school.
(2) To his great joy, he won the prize.
(3) Besides plundering the house, the dacoits also murdered the inmates.
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(11) Out of lust for money, he agreed to this.
(12) He must resign on pain of censure.
(13) To the teacher's surprise, even weak pupils began to show progress.
(14) They stole out of the room for fear of detection.
(15) He was called upon to yield on pain of death.

II. Reducing Compound (Double) Sentences to Simple Ones

3. Compound sentences my be converted into Simple ones :—

(*a*) By substituting a Participle for a Finite verb; as,

Compound.—The fog *dispersed* and we *resumed* our journey.

Simple.—The fog *having* dispersed, we resumed our journey.

(*b*) By substituting a Preposition, etc., for a clause; as,

Compound.—He *not only* robbed the child of her gold ornaments, *but also murdered her.*

Simple.—Besides robbing the child of her gold ornaments, he murdered her.

(*c*) By substituting a Gerundial Infinitive for a clause ; as,

Compound.—You must speak the truth *or you will not escape punishment.*

Simple.—You must speak the truth *to escape* punishment.

Exercise 29

Rewrite the following Compound sentences as **Simple** ones :—

(1) Lincoln was a mere boy but he offered to help his father on the farm.
(2) Keep busy and you will save yourself from the Devil's Workshop.
(3) Be good and you will be happy.
(4) Nine times the spider tried, but failed every time.
(5) Sir Viswas is very old, but he still possesses abundant energy.
(6) He tried to better the fate of the zemindars, but failed.
(7) First deserve and then desire.
(8) The monkey snatched the toy and ran to a tree near-by.
(9) Think of the Devil and he is there.
(10) The angel wrote and vanished.
(11) He fretted and fumed at his loss.
(12) The priest came in and blessed the couple.
(13) He is not only true but also just.
(14) Run away at once, or you die.
(15) He is well provided, yet he is discontented.

III. Expanding Simple Sentences into Complex Ones

4. Simple sentences may be converted into Complex ones *by expanding words or phrases into Subordinate clauses.* These clauses may be Noun, Adjectival or Adverbial clauses.

5. The following examples will indicate the process :—

(*a*) *Simple.*—He is sure of *success.*
Complex.—He is sure *that he will succeed.* (Noun clause)

(*b*) *Simple.*—We must look to our *present* needs.
Complex.—We must look to the needs *that we have at present.* (Adjectival clause)

(*c*) *Simple.*—*In spite of working hard day and night*, he could nor succeed.
Complex.—*Though he worked hard day and night*, yet he could not succeed. (Adverbial clause)

Exercise 30

Transform the following Simple sentences into **Complex** ones :—

(1) I will come next spring.
(2) Next August he will be fifty.
(3) I am sure of your honesty.
(4) One is known by one's company.
(5) I wish you to prosper.
(6) Speak the truth.
(7) He is said to be honest.
(8) He owed his success to his diligence.
(9) His work proves his worth.
(10) Who bought L. Harkishan Lal's library ?
(11) This winter the rain is uncertain.
(12) Tell me your address.
(13) His belief in the roundness of the earth is unshakable.
(14) Sundar Singh saved the man in need at the risk of his own life.
(15) Sad are the days of adversity.
(16) He is too niggardly to subscribe to a public fund.
(17) Hope and life are inseparable.
(18) The boy ran at his fastest.
(19) Honest boys work hard throughout the year.
(20) I cannot see without glasses.

IV. Reducing Complex Sentences to Simple Ones

6. A Complex sentence containing a **Noun clause** may be converted into a Simple one by substituting a *noun* for the noun clause ; as,

(*a*) *Complex.—What he spoke* was quite suited to the occasion.
Simple.—His speech was quite suited to the occasion.

(*b*) *Complex.*—Tell me *where your father lives and what his occupation is.*
Simple.—Tell me your father's *residence and occupation.*

(*c*) *Complex.*—None doubts *that he has acquired this wealth by foul means.*
Simple.—None doubts *about his acquiring this wealth by foul means.*

7. A Complex sentence containing an **Adjectival clause** may be converted into a Simple one :—

(*a*) By using some Participle or an Adjective ; as,
Complex.—Water *that runs* cannot stagnate.
Simple.—Running water cannot stagnate.

(*b*) By using a Noun or Pronoun in the Possessive case ; as,
Complex.—The speech *he gave* was not relevant.
Simple.—His speech was not relevant.

(*c*) By using a Noun in Apposition ; as,
Complex.—His father, *who is the leading advocate of the town*, received us very warmly.
Simple.—His father, *the leading advocate of the town*, received us very warmly.

(*d*) By using a Preposition with its object ; as,
Complex.—He made good use of the experience *that he had acquired* in twenty years.

Simple.—He made good use *of his experience of twenty years.*

(*e*) By using a Gerundial Infinitive ; as,
Complex.—He has no pen *that he can write with.*
Simple.—He has no pen *to write with.*

(*f*) By using a Compound Noun ; as,
Complex.—That is the hall *where students dine.*
Simple.—That is *the students' dining hall.*

8. A Complex sentence containing an **Adverbial clause** may be converted into a Simple one :—

(*a*) By using a Preposition or a Prepositional Phrase ; as,
Complex.—The thief was glad *when he found a lot of gold in the box.*
Simple.—The thief was glad *at finding a lot of gold in the box.*

(*b*) By using a Participle ; as,
Complex.—*As the night has far advanced,* I must leave.
Simple.—*The night having far advanced,* I must leave.

(*c*) By using a Gerundial Infinitive ; as,
Complex.—He will be glad *when he learns it.*
Simple.—He will be glad *to learn it.*

Exercise 31

Rewrite the following Complex sentences as **Simple** ones :—

(1) Tell me where your friend is these days.
(2) He smiled when he met his old class-mate.
(3) I wonder that even he has become a millionaire.
(4) How long I shall stay here depends on the weather.
(5) I do not know why you should feel sad.
(6) They hope that the business may take a turn for the better.
(7) Nankana Sahib is the village where Guru Nanak was born.

(8) He came upon a field where wheat grew.
(9) The worth that is suppressed by poverty rises slow.
(10) The uses which adversity conceals are sweet indeed!
(11) His younger brother who supported him in old age died too.
(12) People who live in glass houses must not throw stones at others.
(13) He only came after I had left.
(14) You can eat as much as you like.
(15) When the cat is away, the mice will play.
(16) Where love is, God is.
(17) All that glitters is not gold.
(18) It is the brave that deserve the fair.
(19) He was so confused that he could not give a clear explanation.
(20) They will not work unless compelled.
(21) You should remain where you are.
(22) Hope is while life is.
(23) I will do the work as well as I can.
(24) Tell me how heavy you weigh.
(25) It was so dark that we could only grope our way.
(26) I will sue him, cost what it may.
(27) A city that is set on a hill cannot be hid.
(28) The evil that men do lives after them.
(29) The dogs that bark seldom bite.
(30) Diogenes was, perhaps, greater than Alexander.

V. Conversion of Compound Sentences to Complex Ones

9. In a Compound sentence, the second of the two Co-ordinate clauses is the one more important, since it completes the sense. Hence while transforming a Compound sentence to a Complex one, the *second* clause must be made the *Principal*, and the *first* the *Dependent*; as,

(*a*) *Compound.*—Leave the room at once, *or I shall send for the police.*

Complex.—*I shall send for the police* if you do not leave the room at once.

(*b*) *Compound.*—He was dead tired, *but he limped on.*
Complex.—He limped on, though he was dead tired.

(*c*) *Compound.*—He is ill, *so he cannot attend the school.*
Complex.—He cannot attend the school, since (because) he is ill.

Exercise 32

Convert the following Compound sentences into **Complex** ones:—

(1) Act according to my instructions, else you lose.
(2) Spare the rod and spoil the child.
(3) Waste not, want not.
(4) Run and you will be in time.
(5) Invite him, and he will come.
(6) Give him an inch and he will take an ell.
(7) Hands up, or I fire.
(8) Seek and you will secure.
(9) Smile and the world smiles with you.
(10) He ran away or they would have caught him.
(11) Think of the Devil and he is there.
(12) He is very rich, but his brother is very poor.
(13) We have to live, and we eat.
(14) I am right, but you are wrong.
(15) You ask for it and you will get it.

VI. Conversion of Complex Sentences to Compound Ones

10. In a Complex sentence, the Principal clause is more important than the Subordinate one; therefore in converting it to Compound, the *Principal* clause must be placed *last* and the *Subordinate* clause (which now becomes Co-ordinate) must be placed *first*; as,

(*a*) *Complex.*—You will miss the train *if you do not run hard.*
Compound.—Run hard, or you will miss the train.

(*b*) *Complex.—As soon as he saw the tiger*, he took to his heels.
Compound.—He saw the tiger, and took to his heels.

(*c*) *Complex.*—I have caught the man *who ran away with my purse.*
Compound.—*The man ran away with my purse,* but I have caught him.

Exercise 33

Rewrite the following sentences as **Compound** ones :—

(1) If you take exercise regularly, you will keep fit.
(2) You will never be sorry, if you do your best.
(3) Cinema is a powerful means of education, only if it is properly used.
(4) I will start as soon as he arrives.
(5) Provided that you help, your friend is sure to succeed.
(6) He is so courteous that he cannot bear to utter a bitter word.
(7) He limps because he is lame.
(8) She is not proud though she is fair.
(9) I shall help him, if my means allow me.
(10) I shall not speak, unless my father allows.
(11) Handsome is that handsome does.
(12) If the Devil is spotted, it will be his end.
(13) But that he is too weak, I should vote for him.
(14) Given good weather, we shall start flight by noon.
(15) Help yourself that God may help you.

CHAPTER XIV

TRANSFORMATION (*concld.*)

I. Interchange of Some Clauses

1. Noun clause, Subject to the verb, expressed as Case in Apposition.

1. *That Hakim's son has been selected for the I.C.S.* is the talk of the town.
   It is the talk of the town *that Hakim's son has been selected for the I.C.S.*
2. *That summer follows spring* is known to all.
   It is known to all *that summer follows spring.*

2. Adverbial clause of Result or Effect interchanged with Adverb 'too' followed by Infinitive.

1. He is **so** slow of hearing **that** *he cannot profit by class teaching.*
   He is **too** slow of hearing *to profit by class teaching.*
2. I am **so** sorry for your loss **that** *I cannot express it.*
   I *am* **too** sorry for your loss *to express it.*

3. Interchange of Principal with Subordinate clauses.

(*a*) **Adverbial clause of Comparison interchanged.**

He is more eager to learn *than (he is eager) to cram.*
He is less eager to cram than to learn.

(*b*) **Adjectival clause interchanged.**

1. Sir Syed did nothing *that he did not think proper.*
   Sir Syed thought proper everything (that) he did.
2. *I see nothing in Nature* that I cannot admire.
   I admire everything *I see* in Nature.

(*c*) **Adverbial clause of Time interchanged.**

No sooner did Marouf enter the city *than the king advanced to meet him.*
The king advanced to meet Marouf as soon as he entered the city.

Exercise 34

I. Express the **case in apposition clause**, as **subject to the verb** :—

(1) It is true that trust begets trust.
(2) It is clear that prosperity of the Punjab depends on rain.
(3) It is necessary that neighbour must trust neighbour.
(4) It is but proper that man must respect woman.
(5) It is a curse that cinema is being grossly misused in the East.
(6) It is urgent that the telegram be despatched quick.
(7) It is imperative for world peace that armaments should be controlled.
(8) It is but meet that Indian youth should acquire more of discipline.
(9) It was fortunate that Lincoln became President at that critical moment.
(10) It is a horror that children have begun to be kidnapped.

II. Express the **clauses subject to the verb**, as **case in apposition** clauses :—

(1) That girls must study like boys is the order of the day now.
(2) That you cannot catch the train now is more than certain.
(3) That young people should learn to respect their elders is but proper.
(4) That pleasure must follow pain seems to be the order in Nature.
(5) That evil begets evil should not be forgotten.
(6) That India also may be ranked among other Dominions of the British Empire is the intention of British statesmen.
(7) That he is right cannot be denied.
(8) That a stitch in time saves nine is a useful proverb.

(9) That great fathers often fail to produce great sons is evident from history.

(10) That War is another name for ruin and Peace for prosperity is more than clear to every nation.

III. Remove **'too'** from the following, *without altering the sense* :—

(1) Chilli is too bitter for an Englishman to taste.
(2) The weather is too bad to undertake a journey.
(3) The rules are too stiff to allow concession.
(4) He is too vain to hear others.
(5) He feels too weak to step out of bed.
(6) He speaks too fast to be understood.
(7) This minar is too high for one to climb.
(8) It is never too late to mend.
(9) This news is too good to be true.
(10) Too many cooks spoil the broth.
(11) He reached the station too late to catch the train.
(12) His voice was too pathetic not to attract the passers-by.
(13) He is too much given to drinking.
(14) I was too tired to walk any further.
(15) He is too honest to accept a bribe.

IV. In the following replace the Adverbial clause by **'too' construction** :—

(1) The baby cried so loudly that none could rest in peace.
(2) The class was so noisy that it became difficult for the neighbouring classes to carry on their studies.
(3) The bicycle was so jerky that I could not ply it fast.
(4) The hall was so crowded that one could not even have an easy breathing.
(5) At Vari Nag the water is so cold that you cannot bathe in it for two minutes.
(6) He is so much of a trickster that you cannot easily catch him.

(7) His trick was *detected*.
(8) The boy *rode* his pony joyfully.
(9) Talking ill of others does not *interest* the wise.
(10) He *cheated* everybody. (Play the cheat).
(11) No amount of profit could *gratify* him.
(12) Mr. Bhatnagar *tops* as a chemist in India.
(13) Helping the needy *pleases* him a great deal.
(14) Untimely remarks are bound to *offend*.
(15) He *determined* to run the risk.

III. Rewrite the following sentences, substituting the **Adjective form** for the words italicised :—

(1) This plan will bear *fruit*.
(2) This show comes but to *pass*.
(3) Rats give us much *trouble*.
(4) The doctor examined my eyes with great *care*.
(5) *Suddenly* he appeared on the scene.
(6) Europe is passing through times of *trouble*.
(7) The patient spent the night *in rest*.
(8) War doubled his *profits*.
(9) He *calculates* his plans well.
(10) Always avoid literature *cheaply produced*.
(11) There is no possibility or chance *of success* for him.
(12) Edison proved to be an inventor of remarkable *industry* and *intelligence*.
(13) The speaker's remarks *pleased* everybody.
(14) It was not my *intention* to make this error.
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[**Note.**—Whole clauses can, sometimes, be reduced to a single adjective, but these are generally Compound Adjectives. You should try to collect as many of them as you can during the course of your study.

Note the following examples :—

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   He gave me a **never-to-be-forgotten** advice.
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(1) The clock stopped *all of a sudden.*
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Active.—I know him well.
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Active.—Please post this letter.
Passive.—This letter may be posted, please.
Active.—Carry it home.
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Active.—It is time to close the shop.
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Active.—One ought to keep one's promise.
Passive.—One's promise ought to be kept.
Active.—Have you finished your work?
Passive.—Has your work been finished?
Active.—Who cares for me?
Passive.—By whom am I cared for?
Active.—Who is tending my horses?
Passive.—By whom are my horses being tended?

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Simple.—You must speak the truth *to escape* punishment.

Exercise 29

Rewrite the following Compound sentences as **Simple** ones :—

(1) Lincoln was a mere boy but he offered to help his father on the farm.
(2) Keep busy and you will save yourself from the Devil's Workshop.
(3) Be good and you will be happy.
(4) Nine times the spider tried, but failed every time.
(5) Sir Viswas is very old, but he still possesses abundant energy.
(6) He tried to better the fate of the zemindars, but failed.
(7) First deserve and then desire.
(8) The monkey snatched the toy and ran to a tree near-by.
(9) Think of the Devil and he is there.
(10) The angel wrote and vanished.
(11) He fretted and fumed at his loss.
(12) The priest came in and blessed the couple.
(13) He is not only true but also just.
(14) Run away at once, or you die.
(15) He is well provided, yet he is discontented.

III. Expanding Simple Sentences into Complex Ones

4. Simple sentences may be converted into Complex ones *by expanding words or phrases into Subordinate clauses.* These clauses may be Noun, Adjectival or Adverbial clauses.

5. The following examples will indicate the process :—

(*a*) *Simple.*—He is sure of *success.*
Complex.—He is sure *that he will succeed.* (Noun clause)

(*b*) *Simple.*—We must look to our *present* needs.
Complex.—We must look to the needs *that we have at present.* (Adjectival clause)

(*c*) *Simple.*—*In spite of working hard day and night*, he could nor succeed.
Complex.—*Though he worked hard day and night*, yet he could not succeed. (Adverbial clause)

Exercise 30

Transform the following Simple sentences into **Complex** ones :—

(1) I will come next spring.
(2) Next August he will be fifty.
(3) I am sure of your honesty.
(4) One is known by one's company.
(5) I wish you to prosper.
(6) Speak the truth.
(7) He is said to be honest.
(8) He owed his success to his diligence.
(9) His work proves his worth.
(10) Who bought L. Harkishan Lal's library ?
(11) This winter the rain is uncertain.
(12) Tell me your address.
(13) His belief in the roundness of the earth is unshakable.
(14) Sundar Singh saved the man in need at the risk of his own life.
(15) Sad are the days of adversity.
(16) He is too niggardly to subscribe to a public fund.
(17) Hope and life are inseparable.
(18) The boy ran at his fastest.
(19) Honest boys work hard throughout the year.
(20) I cannot see without glasses.

IV. Reducing Complex Sentences to Simple Ones

6. A Complex sentence containing a **Noun clause** may be converted into a Simple one by substituting a *noun* for the noun clause ; as,

(*a*) *Complex.—What he spoke* was quite suited to the occasion.
Simple.—His speech was quite suited to the occasion.

(*b*) *Complex.*—Tell me *where your father lives and what his occupation is.*
Simple.—Tell me your father's *residence and occupation.*

(*c*) *Complex.*—None doubts *that he has acquired this wealth by foul means.*
Simple.—None doubts *about his acquiring this wealth by foul means.*

7. A Complex sentence containing an **Adjectival clause** may be converted into a Simple one :—

(*a*) By using some Participle or an Adjective ; as,
Complex.—Water *that runs* cannot stagnate.
Simple.—Running water cannot stagnate.

(*b*) By using a Noun or Pronoun in the Possessive case ; as,
Complex.—The speech *he gave* was not relevant.
Simple.—His speech was not relevant.

(*c*) By using a Noun in Apposition ; as,
Complex.—His father, *who is the leading advocate of the town*, received us very warmly.
Simple.—His father, *the leading advocate of the town*, received us very warmly.

(*d*) By using a Preposition with its object ; as,
Complex.—He made good use of the experience *that he had acquired* in twenty years.

Simple.—He made good use *of his experience of twenty years.*

(*e*) By using a Gerundial Infinitive; as,
Complex.—He has no pen *that he can write with.*
Simple.—He has no pen *to write with.*

(*f*) By using a Compound Noun; as,
Complex.—That is the hall *where students dine.*
Simple.—That is *the students' dining hall.*

8. A Complex sentence containing an **Adverbial clause** may be converted into a Simple one:—

(*a*) By using a Preposition or a Prepositional Phrase; as,
Complex.—The thief was glad *when he found a lot of gold in the box.*
Simple.—The thief was glad *at finding a lot of gold in the box.*

(*b*) By using a Participle; as,
Complex.—*As the night has far advanced,* I must leave.
Simple.—*The night having far advanced,* I must leave.

(*c*) By using a Gerundial Infinitive; as,
Complex.—He will be glad *when he learns it.*
Simple.—He will be glad *to learn it.*

Exercise 31

Rewrite the following Complex sentences as Simple ones:—

(1) Tell me where your friend is these days.
(2) He smiled when he met his old class-mate.
(3) I wonder that even he has become a millionaire.
(4) How long I shall stay here depends on the weather.
(5) I do not know why you should feel sad.
(6) They hope that the business may take a turn for the better.
(7) Nankana Sahib is the village where Guru Nanak was born.

(8) He came upon a field where wheat grew.
(9) The worth that is suppressed by poverty rises slow.
(10) The uses which adversity conceals are sweet indeed!
(11) His younger brother who supported him in old age died too.
(12) People who live in glass houses must not throw stones at others.
(13) He only came after I had left.
(14) You can eat as much as you like.
(15) When the cat is away, the mice will play.
(16) Where love is, God is.
(17) All that glitters is not gold.
(18) It is the brave that deserve the fair.
(19) He was so confused that he could not give a clear explanation.
(20) They will not work unless compelled.
(21) You should remain where you are.
(22) Hope is while life is.
(23) I will do the work as well as I can.
(24) Tell me how heavy you weigh.
(25) It was so dark that we could only grope our way.
(26) I will sue him, cost what it may.
(27) A city that is set on a hill cannot be hid.
(28) The evil that men do lives after them.
(29) The dogs that bark seldom bite.
(30) Diogenes was, perhaps, greater than Alexander.

V. Conversion of Compound Sentences to Complex Ones

9. In a Compound sentence, the second of the two Co-ordinate clauses is the one more important, since it completes the sense. Hence while transforming a Compound sentence to a Complex one, the *second* clause must be made the *Principal*, and the *first* the *Dependent*; as,

(*a*) *Compound.*—Leave the room at once, *or I shall send for the police.*
Complex.—*I shall send for the police* if you do not leave the room at once.

(*b*) *Compound.*—He was dead tired, *but he limped on.*
Complex.—*He limped on, though* he was dead tired.
(*c*) *Compound.*—He is ill, *so he cannot attend the school.*
Complex.—*He cannot attend the school,* since (because) he is ill.

Exercise 32

Convert the following Compound sentences into **Complex** ones :—

(1) Act according to my instructions, else you lose.
(2) Spare the rod and spoil the child.
(3) Waste not, want not.
(4) Run and you will be in time.
(5) Invite him, and he will come.
(6) Give him an inch and he will take an ell.
(7) Hands up, or I fire.
(8) Seek and you will secure.
(9) Smile and the world smiles with you.
(10) He ran away or they would have caught him.
(11) Think of the Devil and he is there.
(12) He is very rich, but his brother is very poor.
(13) We have to live, and we eat.
(14) I am right, but you are wrong.
(15) You ask for it and you will get it.

VI. Conversion of Complex Sentences to Compound Ones

10. In a Complex sentence, the Principal clause is more important than the Subordinate one ; therefore in converting it to Compound, the *Principal* clause must be placed *last* and the *Subordinate* clause (which now becomes Co-ordinate) must be placed *first* ; as,

(*a*) *Complex.*—You will miss the train *if you do not run hard.*
Compound.—*Run hard*, or you will miss the train.
(*b*) *Complex.*—*As soon as he saw the tiger*, he took to his heels.
Compound.—*He saw the tiger*, and took to his heels.

(*c*) *Complex.*—I have caught the man *who ran away with my purse.*

Compound.—*The man ran away with my purse,* but I have caught him.

Exercise 33

Rewrite the following sentences as **Compound** ones :—

(1) If you take exercise regularly, you will keep fit.
(2) You will never be sorry, if you do your best.
(3) Cinema is a powerful means of education, only if it is properly used.
(4) I will start as soon as he arrives.
(5) Provided that you help, your friend is sure to succeed.
(6) He is so courteous that he cannot bear to utter a bitter word.
(7) He limps because he is lame.
(8) She is not proud though she is fair.
(9) I shall help him, if my means allow me.
(10) I shall not speak, unless my father allows.
(11) Handsome is that handsome does.
(12) If the Devil is spotted, it will be his end.
(13) But that he is too weak, I should vote for him.
(14) Given good weather, we shall start flight by noon.
(15) Help yourself that God may help you.

CHAPTER XIV

TRANSFORMATION (*concld.*)

I. Interchange of Some Clauses

1. Noun clause, Subject to the verb, expressed as Case in Apposition.

1. *That Hakim's son has been selected for the I.C.S.* is the talk of the town.
   It is the talk of the town *that Hakim's son has been selected for the I.C.S.*
2. *That summer follows spring* is known to all.
   It is known to all *that summer follows spring.*

2. Adverbial clause of Result or Effect interchanged with Adverb 'too' followed by Infinitive.

1. He is **so** slow of hearing **that** *he cannot profit by class teaching.*
   He is **too** slow of hearing *to profit by class teaching.*
2. I am **so** sorry for your loss **that** *I cannot express it.*
   I *am* **too** sorry for your loss *to express it.*

3. Interchange of Principal with Subordinate clauses.

(*a*) Adverbial clause of Comparison interchanged.

He is more eager to learn *than (he is eager) to cram.*
He is less eager to cram than to learn.

(*b*) Adjectival clause interchanged.

1. Sir Syed did nothing *that he did not think proper.*
   Sir Syed thought proper everything (that) he did.
2. *I see nothing in Nature* that I cannot admire.
   I admire everything *I see* in Nature.

(*c*) Adverbial clause of Time interchanged.

No sooner did Marouf enter the city *than the king advanced to meet him.*
The king advanced to meet Marouf as soon as he entered the city.

Exercise 34

I. Express the **case in apposition clause**, as **subject to the verb** :—

(1) It is true that trust begets trust.
(2) It is clear that prosperity of the Punjab depends on rain.
(3) It is necessary that neighbour must trust neighbour.
(4) It is but proper that man must respect woman.
(5) It is a curse that cinema is being grossly misused in the East.
(6) It is urgent that the telegram be despatched quick.
(7) It is imperative for world peace that armaments should be controlled.
(8) It is but meet that Indian youth should acquire more of discipline.
(9) It was fortunate that Lincoln became President at that critical moment.
(10) It is a horror that children have begun to be kidnapped.

II. Express the **clauses subject to the verb**, as **case in apposition** clauses :—

(1) That girls must study like boys is the order of the day now.
(2) That you cannot catch the train now is more than certain.
(3) That young people should learn to respect their elders is but proper.
(4) That pleasure must follow pain seems to be the order in Nature.
(5) That evil begets evil should not be forgotten.
(6) That India also may be ranked among other Dominions of the British Empire is the intention of British statesmen.
(7) That he is right cannot be denied.
(8) That a stitch in time saves nine is a useful proverb.

(9) That great fathers often fail to produce great sons is evident from history.
(10) That War is another name for ruin and Peace for prosperity is more than clear to every nation.

III. Remove **'too'** from the following, *without altering the sense* :—

(1) Chilli is too bitter for an Englishman to taste.
(2) The weather is too bad to undertake a journey.
(3) The rules are too stiff to allow concession.
(4) He is too vain to hear others.
(5) He feels too weak to step out of bed.
(6) He speaks too fast to be understood.
(7) This minar is too high for one to climb.
(8) It is never too late to mend.
(9) This news is too good to be true.
(10) Too many cooks spoil the broth.
(11) He reached the station too late to catch the train.
(12) His voice was too pathetic not to attract the passers-by.
(13) He is too much given to drinking.
(14) I was too tired to walk any further.
(15) He is too honest to accept a bribe.

IV. In the following replace the Adverbial clause by **'too' construction** :—

(1) The baby cried so loudly that none could rest in peace.
(2) The class was so noisy that it became difficult for the neighbouring classes to carry on their studies.
(3) The bicycle was so jerky that I could not ply it fast.
(4) The hall was so crowded that one could not even have an easy breathing.
(5) At Vari Nag the water is so cold that you cannot bathe in it for two minutes.
(6) He is so much of a trickster that you cannot easily catch him.

(7) He is so clever that he cannot be easily deceived.
(8) Be not so eager for praise as to pine for it.
(9) This work is so urgent that it cannot be postponed.
(10) This parcel is so heavy that it cannot go by post.
(11) He is so weak that he is not fit for Police.
(12) He is so young that we cannot rely upon him.
(13) He is so calm that he is seldom provoked.
(14) Midas was so greedy that he could never be satisfied.
(15) I found him so stiff-necked that he would not be prevailed upon by reason.

V. Rewrite the following, interchanging the **Principal** and the **Subordinate** clauses :—

(1) He is more eager to please than to be just.
(2) An army is more useful in war than in peace.
(3) He took more interest in field games than in dancing.
(4) The sun is far brighter than the moon.
(5) He is more faithful than wise.
(6) I know no language that he could not speak.
(7) Nothing was there in the Museum that the visitors did not like.
(8) There was more truth in his arguments than the audience could see.
(9) There is more craft in his nature than his clients can detect.
(10) It is wiser to give fit words than to give fine ones.
(11) As soon as the lecture was over, the audience dispersed.
(12) No sooner did the judge discover that the plaint was false than he dismissed it.
(13) No sooner had it flashed than it thundered.
(14) No sooner did the rain set in than the gutter began to overflow.
(15) As soon as your passport comes, get ready to start.

II Interchange of Degrees of Comparison

4. Study the following examples:—

(*a*) *Positive.*—No boy is *so clever as* Hamid. (Complex)
Comparative.—Hamid is *cleverer than* any other boy. (Complex)
Superlative.—Hamid is *the cleverest* boy. (Simple)

(*b*) *Positive.*—To act is not *so easy as* to say.
Comparative.—It is *easier* to say *than* to act.
Superlative.—To say is *the easiest.*

(*c*) *Positive.*—No eastern writer was *so great as* Kalidas.
Comparative.—Kalidas was *greater than* any other eastern writer.
Superlative.—Kalidas was *the greatest* eastern writer.

(*d*) *Superlative.*—Lahore is *one of the most populous* cities of Northern India.
Comparative.—Lahore is *more populous than* most other cities of Northern India.
Positive.—Very few cities of Northern India are *as populous as* Lahore.

Exercise 35

Transform the following sentences in all possible ways, according to the above examples:—

(1) Mohan is taller than Sohan.
[*Hint.*—This cannot have the superlative form as the persons compared are definitely two.]
(2) Very few poets rose as high as Wordsworth.
(3) He treats the poor as gently as the rich.
(4) You did not give the same amount of care to English as to History.
(5) No other plant is so sensitive as the touch-me-not.
(6) This cloth is not so soft as that one.

(7) Mr. Wilson is one of the most prominent doctors of Calcutta.
(8) Lord Dalhousie was the youngest of all Indian Viceroys.
(9) The Punjab is hotter than Bengal.
(10) It is the finest picture ever painted.
(11) He is one of the brightest boys of his class.
(12) He is not one of the brightest boys of his class.
(13) Heavenly sympathy is far greater than gold.
(14) Home is the best place.
(15) No one has done more for Urdu Poetry in recent years than Sir Mohammed Iqbal.

III. Different Ways of Expressing a Condition

5. Sense of condition is conveyed by the following different constructions :—

(1) By the use of *if* ; as,
If you want joy in life, bring in goodness.
If I had been with you, nothing untoward would have happened.

(2) *Without* 'if'.
Had I been with you nothing untoward would have happened.
Should you come in time, I would help you catch your thief.
Were I his creditor, I would have given him ample chance of compromise.

Note.—In the above, notice the position of the *verb* and the *subject*. They occur here as they do in a question sentence.

The same can be expressed with 'if' also. But then this order would change ; as,
If *you should* come in time, etc......

or If *I were* his creditor, etc.........

(3) By the use of *unless* (=if......not...) ; as,
Unless you come to terms, I will not let you go.
Unless you are bent upon ruining yourself, you will mend your ways.

(4) By the use of an *Interrogative Expression* ; as,
Can you produce evidence against him ? Then you will find him in jail.
[If you can produce, etc...............]

(5) By putting in an *Imperative Expression* ; as,
Undertake a journey without ticket, and you will know the consequences.

(6) By the use of *but* as a Preposition governing a phrase ; as,
But for Mr. Chamberlain stepping in, war was inevitable.

(7) With the help of some *Conjunctional Phrases* ; as,
In case you utter another word, your head will no more be on your shoulders.
But that he knew me, he would not have given me an interview.

(8) By the use of *one more* ; as,
One more such silly word, and your head will no more be on your shoulders.

(9) By the use of *Participial Phrase* like *provided that* ; as,
Provided that I am not attacked by weapon or venom, I hope to live long.
Supposing your bank fails, what will you do then?

Exercise 36

Recast each of the following sentences in *as many different ways for expressing condition as* you possibly can :—

(1) Are you not anxious to make money ? Then take up this vocation.

(2) Had I been wise, I should not have joined bad company.

(3) Supposing the crops often fail, the Punjab peasants should have cottage industries to fall back upon.

(4) But for illness I should have completed the course.
(5) In case you miss the train, try to hire a taxi.
(6) I will not fall in with this plan unless it is first tested.
(7) If you choose, you can make this life a pleasure.
(8) Provided that you keep on encouraging him, he is sure to win his way.
(9) You can finish the work in a fortnight unless, of course, you are idle.
(10) If he retaliates, you would not relish it.
(11) If wishes were horses, then even fools would ride them.
(12) Were I you, I would have taught him a lesson.
(13) But that he was too heavy, he would certainly have made his mark as a rider.
(14) Beware of pickpockets, and you have nothing else to fear.
(15) Should you delay, the chance will slip by.

IV. Some Ways of Expressing Concession or Contrast

6. Note the following constructions:—

(1) By the use of *though* or *although* ; as,

Courage, brother, do not stumble
Though thy path be dark as night.

Although it is late in the night, yet there has come no news of him.

(2) By *as* (=though) ; as,

Strong as Lincoln was, he beat Armstrong after a tough fight.

(3) By the use of *notwithstanding* ; as,

Notwithstanding that he has wasted most of his property, he still gambles hard.

(4) By the use of *whatever* ; as,

Whatever his attainments, he occupies a high position now.

(5) By the use of *even if*; as,
Even if I am forsaken by man, God should not forsake me.

(6) By the use of *however*; as,
However steep the road may be, a plucky traveller would not give up heart.

(7) By the use of *-ing form absolute*; as,
Finding that he is in difficulty, how far is it wise to run him down?

(8) By the use of *for all that*; as,
A teacher always works for the welfare of the student, for all that he may be ungrateful.

(9) By the use of *nonetheless* (=nevertheless); as,
He seems very stiff; nonetheless he is kind-hearted.

(10) By the use of *indeed*; as,
He was low down in Mathematics indeed, but he never gave up heart.

(11) By the use of *at the same time*; as,
He was in the wrong; at the same time he behaved rudely.

(12) By the use of *if*; as,
It will be subject to certain conditions only if I give you the secret.

(13) By the use of *all the same*; as,
He is in the right; all the same none sides with him.

Exercise 37

Give the following sentences in as many *different forms of contrast* as you possibly can :—

(1) Even if we be very careful, pickpockets prove too clever for us.
(2) Strong as the beam looks, it cannot support the weight intended to be placed on it.
(3) Although we may be slow, we should not be idle.

(4) Notwithstanding that crops are growing, there is no prospect before them without rain.
(5) If I give you the use of this room, it will be only subject to reservation.
(6) Though the watch looks new and nice, it does not keep correct time.
(7) You should not lose heart, however great your difficulties may be.
(8) Admitting that his suggestion is right, how can you act on it ?
(9) He is a pauper indeed, but he sings like a lark.
(10) He is industrious ; at the same time he is weak of memory.
(11) Whatever his fault may be, he deserves your pardon.
(12) Though he looks small, he is sturdy.
(13) If you stay back now, it will be on the condition that you follow on to-morrow.
(14) However happy he seems to be, he too has his own difficulties.
(15) He was a strict man ; at the same time he was just.

CHAPTER XV

THE SYNTHESIS OF SENTENCES

1. Synthesis (*Syn*=together) means *putting together* or *building up of* a new sentence from the given simple sentences. It is *the opposite of Analysis* which means *breaking up into component parts.*

2. Many small simple sentences can be reduced to new sentences of different types—Simple, Compound, Complex or Mixed.

I. Reducing Two or More Simple Sentences to One Simple Sentence

3. This is done with the help of the following language tricks:—

(*a*) By reducing the verb in one sentence to **Participle Form** :—

Separate.—He *was going* to the Museum. He joined a procession.

Combined.—*Going* to the Museum, he joined a procession.

(*b*) By employing **Absolute Phrases** :—

Separate.—The baby *lost* her toy. She began to cry.

Combined.—*Her toy having been lost,* the baby began to cry.

Participles formed from *Transitive Verbs* have two forms for the Passive Voice also ; as,

Writing (Active).	Being written (Passive).
Having written (Active).	Having been written (Passive).

Those formed from Intransitive Verbs have three forms for the Active Voice only ; as,

Sleeping. Slept. Having slept.

(*c*) By using **Prepositions** with nouns or verbal nouns :—

Separate.—The dacoits looted the house. The dacoits wounded the inmates.

Combined.—*Besides looting* the house, the dacoits wounded the inmates.

Separate.—The king disguised himself as a beggar. He roamed the streets of the town.

Combined.—The king roamed the streets of the town *under the guise of* a beggar.

(*d*) By changing the **Verb** in one sentence to **Infinitive form** :—

Separate.—He should *obey* his teachers. It is his duty.

Combined.—It is his duty *to obey* his teachers.

Even the **Infinitive forms of Transitive Verbs** have their Passive forms ; as,

To write (Active). To be written (Passive).

But *never* 'to be slept'.

Separate.—The news is very good. It *cannot be true.*

Combined.—The news is too good *to be* true.

(*e*) By using **Nouns** or **Phrases in Apposition** :—

Separate.—Bhagu was once the richest man in the town. He begs now from door to door.

Combined.—Bhagu, *once the richest man in the town*, now begs from door to door.

(*f*) By using **Adverbs** or **Adverbial Phrases** :—

Separate.—He is not ready to help me. It *is apparent.*

Combined.—He is *apparently* not ready to help me.

Separate.—He is progressing. His progress *is steady.*

Combined.—He is progressing *steadily.*

Exercise 38

I. Combine each of the following sets of sentences into a **Simple sentence,** making use of the **Participle** :—

(1) He finished his work. He began to play.
(2) He saw the lion. He took to his heels.

(3) They had no food. They could give nothing to the beggar.
(4) He was tired of marching. He sat down to rest under a tree.
(5) Babar was quite prepared to die. He was prepared to do so for the sake of his dear son. He turned round the bed three times, crying 'I have it on me'.
(6) The sun had set. The birds flew home. They came to rest in the trees at night.
(7) The old man knew his end was near. He called together his sons. He wanted to give them his parting message.
(8) The horse was fired at from behind. It fell heavily to the ground. This pinned the rider down.
(9) Banbir entered the palace. He made a straight dash for Udai Singh's chamber. He wanted to murder him.
(10) The savages ran for safety. They were frightened by Lincoln's huge size. They were also frightened by the strangeness of his weapon of attack.

II. Combine each of the following sets of sentences into a **Simple sentence,** reducing some of the sentences to a **Noun** or a **Noun phrase in apposition** :—

(1) Bikaner was once a waste land. It has been transformed into a farm land by Gang Canal.
(2) Sir Viswaswarayya started the system of tank irrigation in South India. He was the Diwan of Mysore.
(3) Tagore's most famous book is 'the Gitanjli'. It is a collection of his own poems.
(4) Seth Dalmia is a famous business man of Bihar. He has set up cement factories in the Punjab, in Sindh, and in Bihar.
(5) Sir Syed Ahmed was a great Mohammedan leader. He lived in the nineteenth century. He founded the Muslim University at Aligarh.

(6) Ali Baba is a well-known character in the Arabian Nights. Every student of legend has heard of him.
(7) Dr. Ghosh is an eminent Professor of Chemistry. He is at the Calcutta University. He was made President of the Science Congress held at Lahore in December, 1938.
(8) The Great Plague of London was a fell pestilence. It killed people in thousands. It ruined many families altogether.
(9) Stephenson made the first Railway Engine. He was a Britisher. He was the son of a blacksmith. He may fitly be called the Father of Railways.
(10) Everest is the proud peak of the Himalayas. Many adventurers have tried to scale it. It still stands unconquered.

III. Combine by reducing one of the sentences to **Preposition with Noun** or **Gerund** :—

(1) God gave him a son. He thanked Him.
(2) Our leaders are men of progressive views. They are held in great esteem by the public.
(3) He attempted and failed. He is never sorry for it.
(4) Garfield's father caught cold. He had been chopping wood. He died of this cold.
(5) The surgeon disinfected his hands. Then he performed the operation.
(6) The crops are very poor this winter. The rains have failed.
(7) They stood round that corner for hours. They did not speak. They did not move.
(8) You saved me. Otherwise I would have been ruined.
(9) Many Moghals lived in Moghalpura near Lahore and Delhi. They were murdered in cold blood one night. Alla-ud-din gave this order.

(10) We tidy up our homes every year. We do it near Diwali. We clean every nook and corner and white-wash the walls.

IV. Combine the following sets of sentences by reducing one sentence to an **Absolute Phrase** :—

(1) The boy felt sad. All his books had been lost.
(2) The defeat was turned into victory. The team felt overjoyed.
(3) Rain is very scarce this year. Wheat is leaping up in price.
(4) The traps had been set up all over the open space in the jungle. The hunters took up their positions on the trees.
(5) The drama started. The audience became quiet.
(6) The school opened. All classes gathered on the playground for prayers.
(7) First the lion mauled the hunter. Then he turned to his companion.
(8) The question paper had been distributed. The candidates took to writing out their answers.
(9) The ceremony was concluded. The friends parted.
(10) The defendant was absent. The court gave an ex-parte decree.

V. Combine the following sets of sentences by using the **Infinitive** :—

(1) We have engaged the leading advocate of Lahore. He is to fight our case in the High Court.
(2) All men are born. All men die.
(3) Mahmud came to India. He plundered. He did not rule.
(4) Old age comes. It stays.
(5) He had gone to Canada. He qualified in sheep-rearing.
(6) Human beings often err. It is in human nature.

(7) The player entered the field. They came to play the final match of the tournament.

(8) The school stood first in Matriculation results. The Head Master received the news. He felt overjoyed.

(9) He wishes to win his bread. He works hard night and day.

(10) The baby finds herself on her own feet. She feels delighted.

VI. Combine each of the following sentences into one **Simple sentence** by reducing one of them to an **Adverb** or **Adverbial phrase** :—

(1) She addressed her husband. She addressed him with tears in her eyes.

(2) They met each other after years. They were very cordial.

(3) The plan was good. His father chalked it out for him. He acted on it with promptness.

(4) They buried their brave general. They did so with great sorrow and sadness.

(5) The brook flowed over the stones. It flowed round the village. Its flow was very soft and gentle.

(6) The stone was fixed in the wall. It was set there with great care. The masons set it with firmness.

(7) There were four culprits in all. They were produced before the magistrate one by one. The police kept this procedure secret.

(8) His child died before his eyes. This caused him a great blow. The blow dazed him. This state lasted for a time only.

(9) The driver handled the car with great skill. He gave us a swift and smooth drive.

(10) He had a fall from a hill. This crippled him. This condition lasted for all time to come.

II. To Combine Two or More Simple Sentences into One Compound Sentence

4. Two or more Simple sentences may be combined to form a Compound sentence by the use of **Co-ordinative Conjunctions**, as shown below:—

(*a*) By using some **Cumulative** (or Adding) **Conjunctions**; as,

Separate.—He has confessed his fault. He is ready to atone for it.

Combined.—*Not only* has he confessed his fault, *but* he is *also* ready to atone for it.

(*b*) By using some **Relative Pronouns** or **Adverbs** in a *Continuative sense*; as,

Separate.—The wounded have been admitted to the hospital. There they are properly looked after.

Combined.—The wounded have been admitted to the hospital, *where* (and there) they are properly looked after.

(*c*) By using some **Alternative Conjunctions** (those offering choice); as,

Separate.—Your father may sign this document. Your mother may sign this document. One of them must do it.

Combined.—*Either* your father *or* your mother should sign this document.

(*d*) By using some **Adversative Conjunctions** (those setting one fact against another); as,

Separate.—He is very rich. He is not contented.

Combined.—He is very rich, *still* (he is) not contented.

(*e*) By using some **Illative Conjunctions** (those that help us draw inference); as,

Separate.—He has been working hard day and night. He is sure to succeed.

Combined.—He has been working hard day and night, *so* he is sure to succeed.

(*f*) By **Combining the above processes**; as,

Separate.—I was not the only person to hear this strange story. You heard it. You believed it to be true. I did not believe it.

Combined—Not only I but you too heard this strange story; but while you believed it to be true, I did not.

Separate.—He had given up all hope. His father encouraged him. He must make one more attempt. This he did. He came out victorious.

Combined.—He had given up all hope, but his father encouraged him to try once more which (=and this) he did and came out victorious.

Exercise 39

I. Combine the following sets of Simple sentences into one **Compound sentence**, using different sets of **Co-ordinative Conjunctions**, as directed below:—

(*a*) By **adding up one fact to another** with the help of *and, as well as, not only......but also, now*, etc.

(1) He came. He saw. He conquered.
(2) He has made this error. He is trying to conceal it.
(3) Wise men love truth. Fools shun it.
(4) The manager rebuked him. He also expelled him.
(5) You are tall and strong. He is likewise.
(6) The storm came on. Clouds appeared. It began to pour.
(7) The gentleman entrusted to the servant all the cash and kind in the house. This servant was a thief.
(8) The doctor did his best for the patient. He could not get him another life.
(9) A rumbling noise was heard at dead of night. It was followed by sharp jerks. The earth opened. The houses soon fell in heaps.

(*b*) By **offering choice** with the help of *either...or*, *neither...nor*, *or*, *otherwise*, or *else*.

(1) Come in. Go out.
(2) Do not waste your time. Do not be lazy.
(3) We ants never borrow. We ants never lend.
(4) Part with half of your money now. To-morrow you may lose all.

(*c*) By **setting one fact against another** with the help of *but, still* or *yet.*

(1) David may go to the cinema. We will go to the lecture.
(2) He appealed to the robber in the name of God. The robber was not moved.
(3) I have made good my neighbour's loss. My neighbour keeps on grumbling.
(4) He tried hard to cope with the work in hand. He could not finish it.
(5) He grumbled not. He was robbed of all his money.

(*d*) By **stating one fact as a natural result of another**, with the help of *therefore*, *for*, *hence*, *so* or *so that*.

(1) He was careless. He failed.
(2) There is hardly time for the train. You should postpone your departure.
(3) The President is come. We should hold the meeting.
(4) He has worked out the problem step by step. His answer is correct.
(5) You did not take care of the penny. You lost pounds.
(6) He has worked with singleness of purpose. He must succeed admirably.

(*e*) By **any of the above processes.**

(1) The dark man jumped up. He ordered the prisoner to be placed on one side. He did not

wish him to be seated on the carpet. He wanted him to sit on the bare ground.
[*Hint.*—Reduce the last two sentences into phrases.]

(2) Thinking is essential for learning. We should encourage it. Doing is equally necessary. Mere cramming we should condemn.

(3) He is a learned man. He is not proud of his learning. He treats all his pupils alike.

(4) I cannot give lies. I do not give lies. I will not give lies.

(5) Sir Ganga Ram was a rich man. He earned all his wealth himself. He knew the value of money. He utilized it well.

(6) Marouf passed for a rich merchant. He borrowed those riches. He did not realize their value. He gave them away in presents.

(7) Winter monsoons failed in the Punjab. The price of wheat went up. A supply of wheat came from Australia. The prices fell again.

(8) Sir Iqbal was a great poet. He had worked well for Urdu and Persian literature. He was very popular. He was buried near the Shahi Masjid.

(9) Sundar Singh and his companion were slowly toiling up a hill. They were hungry and chill-stricken. They saw another unfortunate fellow lying unconscious on the roadside. Sundar Singh stopped to help him. His companion did not.

(10) The whole district was stricken with famine. Men and animals began to die of starvation. The terrified villagers left their homes. They went to other districts. Soon relief was provided. They were encouraged to return.

(11) A blind man carried a lantern in his hand. He was walking along one night alone. He was met by a thoughtless fellow. He was

asked to explain the object of his carrying the lantern.

(12) Three village girls went out to gather fodder for their animals. They could not find any anywhere near about. They went to a distant hill. A bear followed them. One of them faced it. She killed it. The other two ran away.

(13) He wanted to run. His legs would not obey him. They got in each other's way. He moved slowly on. He staggered again. He fell down.

(14) It is true he drank sometimes. He took snuff. He was fond of singing. He was a peaceable man at the same time. He lived on good terms with his family. He lived on equally good terms with his neighbours too.

(15) All day they sailed smoothly. Towards night a wind arose. Rain came on. The vessel ran adrift. She struck the Inchcape Rock. She sank.

III. Combining Simple Sentences into One Complex Sentence

5. This can be done by making one of the Simple Sentences containing the *Chief Verb* the **Principal Clause** and converting the rest into subordinate clauses, bearing suitable relationship to the Principal Clause. The following examples will illustrate the process :—

(*a*) By using a **Noun Clause.**

(1) *Separate.*—He may help me. It is yet to be seen.
Combined.—Whether he will help me is yet to be seen. (Subject to 'is')

(2) *Separate.*—Our souls are immortal. The Hindus hold this.
Combined.—The Hindus hold *that* our souls are immortal. (Object to 'hold')

(3) *Separate.*—Perhaps it may rain. It seems so.
Combined.—It seems *that* it will rain. (Complement to the incomplete verb 'seems')

(4) *Separate.*—Should he accept the invitation? He could not decide this.
Combined.—He could not decide *whether* he should accept the invitation. (Object to 'could decide')

(*b*) By using an **Adjectival Clause.**

(1) *Separate.*—He has caught the servant. The servant had run away with his jewellery.
Combined.—He has caught the servant *that* had run away with his jewellery.

(2) *Separate.*—He has engaged a man. Nobody trusts that man.
Combined.—He has engaged a man *whom* nobody trusts.

(*c*) By using an **Adverbial Clause.**

(1) *Separate.*—The school will be over. We shall go to the theatre.
Combined.—We shall go to the theatre *after* (or *as soon as*) the school is over.

(2) *Separate.*—You must speak the truth. Your father will pardon you only then.
Combined.—Your father will not pardon you *unless* you speak the truth.

(3) *Separate.*—He is poor. He is honest.
Combined.—He is honest *though* poor.

(4) *Separate.*—He ran very fast. His legs could not carry him faster.
Combined.—He ran *as* fast *as* his legs could carry him.

(5) *Separate.*—The master beat the servant very mercilessly. The poor fellow died on the spot.
Combined.—The master beat the servant *so* mercilessly *that* the poor fellow died on the spot.

(6) *Separate.*—The boy ran to the school. He feared being late.

Combined.—The boy ran to the school *lest* he should be late.

(7) *Separate.*—The judge found him guilty. He sentenced him to death.

Combined.—*As* the judge found him guilty, he sentenced him to death.

6. Simple Sentences may be joined to form **Mixed Sentences** by the use of *all the above processes.* The following examples illustrate the process :—

(1) *Separate.*—I was on my way to school. I saw a man. He was running very fast. He could not run faster. He carried a basket on his head. The basket contained flowers in it. The flowers were gay and charming. I had never seen flowers like them.

Combined.—While I was on my way to school, I saw a man running as fast as he could and carrying on his head a basket full of flowers which were so gay and charming that I had never seen the like of them.

(2) *Separate.*—Orlando was Sir Roland's son. Rosalind heard this. Her love for Orlando grew all the more passionate. Her father had been once a Duke. The Duke loved Sir Roland. He could not love his wife more dearly. Rosalind remembered this fact.

Combined.—When Rosalind heard that Orlando was Sir Roland's son, her love for him grew all the more passionate, since she remembered that her father who had once been a Duke loved Sir Roland better than his own life.

(3) *Separate.*—Bruce saw the spider safe and victorious in its cobweb. He reflected. The spider was only an insect. Even an

insect had succeeded after repeated failures. He was quite equipped. The spider was not at all equipped like him. Could he not do the same?

Combined.—Having seen the spider victorious and safe in its cobweb, Bruce reflected that, when such an insect as the spider was, could succeed after repeated failures, why could not he who was much better equipped than the poor insect?

Exercise 40

Combine the following sets of statements into **one Complex sentence**, using suitable **Subordinative Conjunctions**, as directed:—

(*a*) By **reducing one of the sentences to a Noun clause**:—

(1) The Vari Nag is deep. No one knows its depth.
(2) Mr. Chamberlain would solve the European problem. The world believes it.
(3) The present system of education does not meet our needs. This is clear to everyone.
(4) He does not mean to fulfil his promise. It seems so.
(5) The Premier arrives by the morning express. This is announced to all concerned.
(6) Students should come in clean dress and coloured turbans. The Head Master issued this order.
(7) Where is petroleum mined in India? The teacher asked his pupils.
(8) Why do you come late? You must explain.
(9) The dying man muttered something. That was not understood by anybody.
(10) You may be right. I cannot say.
(11) Kunala gave most of his time to prayers. The advice of sage Yasas to him can explain why.

(12) ' What Men Live By'. This is the heading of a wonderful story written by Tolstoy.
(13) We caught the thief red-handed. It was so fortunate for us.
(14) He sold his farm for Rs. 1,500. For this much he had purchased it.
(15) Hitler's demands have not ceased. The world is not surprised at this.
(16) I do not want to keep company with idlers. So saying he withdrew.

(*b*) By **reducing one of the sentences to an Adjectival clause :—**

[**Note.**—Generally the Adjectival clause should begin *immediately after the noun or pronoun it is going to say something about*; as,

Separate.—He has love. Such a one is in God.
Combined.—He *who* has love is in God.

Note also the exception; as,

Separate.—Perseverance is a quality of human nature. It helps man overcome mountains.

Combined.—Perseverance is that **quality** *of human nature* **which** helps man overcome mountains.

'*Of human nature*' forms the enlargement of '*quality*'. So it can come in between. Keep note of it in all your sentence constructions.]

(1) Janki Das is the budding cyclist of India. He is often seen practising on the Mall.
(2) There is one small farm near Srinagar. That alone grows saffron.
(3) The Japanese get pearls from oyster fish. They are not genuine but 'natural'.
(4) He is a fool. I have never come across such a one.
(5) Her only child lies buried in a corner of the garden. This is that corner.
(6) Many things shine. All are not gold.
(7) He does handsome. So he is handsome.

(8) This is the affair. We talked about it long and late.
(9) Some people die young. Gods love them.
(10) Some persons prefer to work and wait. Newton was one of them.
(11) Some type of villains one can never pardon. He is one such.
(12) They help themselves. God helps such people.
(13) Fame is like a bubble. It will burst in no time.
(14) An old dame had a hen. The hen laid an egg every day. The egg was golden.

(*c*) By establishing various **Adverbial relations** :—

(*i*) For **Time** relation.

(1) The President entered the hall. All stood up.
(2) I will not get ready. You should send me word first.
(3) The world will last very long. Human nature will last with it.
(4) Everybody else had spoken first. Then he spoke.
(5) I joined this school. It was a small school then.

(*ii*) For **Place** relation.

(6) You may go anywhere. I will follow you there.
(7) He erred there. Here I had erred too.

(*iii*) For **Method** relation (manner).

(8) Your guardian wishes you to act like this. You should act in the same way.
(9) Sow in a zigzag furrow. In a zigzag path you will reap.

(*iv*) For **Result** relation.

(10) No wrestler has been able to beat Gama. He is so strong.
(11) He is so very tired. He cannor sit up any more.
(12) Jawahar's manners are very pleasing indeed. His friends like him as a result of this.

(*v*) To indicate **Purpose.**

(13) We wish to live. So we eat.
(14) He has gone to Australia. He wanted to study more about sheep-rearing.
(15) Train yourself in speed as well. You may be able to write answers in the allotted time.

(*vi*) To express **Cause** or **Reason**.

(16) He cannot walk at three miles an hour. He is lame.
(17) He will not bow the knee to anybody. He is too haughty for it.
(18) It is very stuffy near the kitchen. I cannot sit there.

(*vii*) To establish **Comparison.**

(19) He is tall. His younger brother is equally tall.
(20) Sadiq is clever. Mohan is far more so.
(21) There are many long canals in the world. Sukkur Barrage canals are the longest.

(*viii*) To express **Contrast** (stating of qualities opposed to each other).

(22) He is brave. He may look sickly.
(23) He is a miser. He is rich.
(24) He has received more than his share. He keeps on grumbling even then.

(*ix*) To express **Extent.**

(25) My doctor advises me to eat only this much. That much I will eat.
(26) He is in America nowadays. I only know this much.

(*x*) To express **Condition.**

(27) Let you not bring that money alone. Sure enough I will skin you.
(28) I shall surely get into trouble. Only let me meddle.
(29) Let me go near him. He will jump up and throttle me.

(30) Let the quorum be complete. The meeting will be held.

(*xi*) **Miscellaneous Cases**

(31) She had a coat thrown over her head. On it she carried a metal jug. The jug was filled with water. She passed by me. I noticed her like this.

(32) Ivan's father was old. He suffered from asthma. His was the only idle mouth in the family. They had to feed him.

(33) Potatoes were being planted. Manure was carted. He saw it going along. Was his son doing as he had been told? He wondered at this.

(34) Jagdish wanted books. I bought them. I posted them to him this morning. He wanted to have them early this week.

(35) The Great War came to a close with a treaty. It was signed at Paris. All great powers of Europe signed it. This was done on eleventh of November in 1918. It is observed as a Silence Day the world over.

Exercise 41

I. **Break up** the following combined sentences into suitable simple sentences, **recombine** them a few hours later, and then compare with the original :—

[*Example 1.*

Bruce was a brave and warlike leader, with a deal of perseverance and dash in him.

(*a*) Bruce was a leader. (*b*) He was brave. (*c*) He was warlike. (*d*) He had a deal of perseverance. (*e*) He had dash too in him.

Example 2.

My neighbour, an honest man, who had worked hard all his life earning a lot, spending a little and saving much, died suddenly last year of

heart failure, leaving behind a widow and five sons, the eldest of whom is an E.A.C.

(*a*) My neighbour died. (*b*) He died last year. (*c*) He was an honest man. (*d*) He worked hard all his life. (*e*) He earned a lot. (*f*) He spent a little. (*g*) He saved much. (*h*) He died suddenly of heart failure. (*i*) He left behind a widow. (*j*) He left five children too. (*k*) They are all sons. (*l*) The eldest is an E.A.C.]

(1) As Betsy Gurney sat curled up in the widow seat, she made such a pretty picture as any artist would have been happy to paint.

(2) A slave who was at work at the place where this piece of cruelty was committed, ran to see what was the occasion of it.

(3) If we could understand that we live among men who are imperfect by nature, we should not be angry when we find out that our friends have deceived us.

(4) It is the do-nothing fellows who complain they cannot find time to do that which they fancy they wish.

(5) I now find that the best way to please one-half of the world is not to mind what the other half says, since what are faults in the eyes of some will be by others regarded as beauties.

(6) History says that Socrates, when he was given the cup of poison, continued to talk to the friends who were standing around him as he drank it.

(7) Those who look into practical life will find that fortune is usually on the side of the industrious, as the winds and waves are on the side of the best navigators.

(8) It is wrong to say that the Maharani appointed Lal Singh as Prime Minister because of her love for him.

(9) History tells that Poros fought like a lion until he was so badly wounded that he fainted from loss of blood.

(10) Among the many reasons which make me glad to have been born in India, one of the first is that it is an ancient land with deep-rooted traditions, which it gives one pleasure to study.

II. Combine the following sets of Simple sentences into **Complex** ones:

(1) The battle was over. Edward marched to Calais. He besieged Calais by land. He also besieged it by sea.

(2) Iqbal Ali is a native of Lyallpur. He received his education in a local high school. The school is situated outside the city. It is situated to the north of it. He afterwards left for England. He went there to study Agriculture.

(3) The sun rose. The fog dispersed. The general determined to stay no longer. He gave orders to advance.

(4) A band of tribesmen entered Bannu at night. Some of the tribesmen were ex-convicts. They looted shops. They burned them afterwards. Some people resisted. They shot them.

(5) Ranjit Singh's father was killed. He was killed in a fight. Ranjit Singh was only twelve then. His father's name was Mahan Singh. Ranjit Singh helped Zaman Shah. He became Governor of Lahore. It was seven years after the death of his father.

(6) Babar was a great soldier. Babar defeated Ibrahim in a battle. The battle was fought at Panipat. Ibrahim was then the King of India. This was in 1526. Babar defeated Ibrahim. He won the throne of India like this.

(7) Sir C. V. Raman was a great lover of Science. He joined Finance Department as a gazetted

officer. This post he resigned. He loved Science more. He loved service less. He joined a Science Institute. He made a new discovery in the field of Light. This brought him Nobel Prize.

(8) Akbar's reign had been long. His reign had been prosperous. He had shown himself a liberal-minded ruler. He treated both Hindus and Mussulmans alike. He wished them to feel like brothers.

(9) The messenger returned to the king. He had seen a blind beggar. The beggar's wife was also with him. There was none else there. They had come seeking a night's lodging. They found one in the royal stables. Here were king's chariots. The messenger reported like this to the king.

(10) The two travellers consulted each other. They wanted to know the best course for them. They must try to see the ruler of the strange land. They decided this as final.

(11) The house had been on fire for some time. No one offered to save the inmates. Then there came forth a young man. He looked deformed. He had many smallpox pits on his countenance. These looked very ugly. He offered to scale into the house. Till then none had the courage to do so.

(12) The cricket match was over. The High School boys had defeated their opponents. They returned to their school in triumph. There they had a feast. The Head Master had prepared the feast. The Head Master was very pleased at their success.

(13) Bhisham's father wanted to marry a second wife. Her first child was to take the throne. Bhisham was still a bachelor. He gave up his claim to the throne. He did not want to come in the way of his father.

(14) Kashmir is a beautiful country. It is a fertile tract of land. In area it is as big as England. It came under the present rulers in 1849. This happened after the fall of Lahore.

(15) The general lost patience. He wanted to punish people. He wanted to make an example of them. He ordered firing. Hundreds of people were killed. Many saved their lives by lying down. Others luckily escaped being hit.

(16) Patiala State has founded a scholarship. It is founded at the Punjab University. It is founded in the name of Albert Victor. He was the husband of Queen Victoria. This scholarship is given every year. The student who comes next after Government Scholarships gets it.

(17) The examinations will commence next week. They will be held in the University Hall. That is the most convenient place. They have always been held there. No other building is able to contain all the candidates. They number several hundreds. Each requires a desk to himself.

(18) The lawn was crowded. The railings were crowded. The tops of neighbouring houses were crowded. Even the trees overlooking the lawn were crowded. These were crowded with listeners. They had come from all over the district to hear their leader speak.

(19) The night came on. It threatened us with cold and starvation. We saw no hope of shelter near at hand. Suddenly we turned a corner. We noticed a far off light. We struggled on in its direction. At last we came upon a hut. It was occupied by a hermit. With him we rested for the night.

(20) His pursuits have been of a very healthy nature. This has been so from childhood. Mechanic work and motor engine study may

be counted among his pursuits. In the latter he is much of an expert. He can locate the defect in a running engine from its very sound. He is the Yuvraj of Patiala. He is the widest loved prince in India. He now decorates the Gaddi.

III. Combine the following into **Mixed** sentences :—

[*Example.*

He has love. He is in God. God is in him. God is love.

He who has love is in God and God is in him, for God is love.]

(1) I will feed them like princes. They can put up in my bungalow together. This is left to their liking.

(2) He went to another friend. He asked him for money. He wanted it as a loan. He had none. He swore like this. He offered to help him after two months.

(3) Some burning straw had fallen on the old man. He was being carried out of the burning hut at this time. This burnt him badly. He was taken to the village doctor. The doctor lived in another village. This was two miles away.

(4) The pilgrim left home. He left it in a cheerful mood. He stepped out of doors. The same moment he forgot all home affairs. He remembered his God only.

(5) The party travelled five hundred miles. They travelled over hill and through dale. They reached a valley. The valley was full of orchards. The inhabitants of the valley were kind and liberal. The party could have fruit for the picking.

(6) Countries near the sea have a temperate climate. Others are not so temperate. This is often the case. We may be mistaken. We should not always think so. This is not always the case.

(7) Warren Hastings was sent to a school. It was situated in a village. He was sent there as a child. He learnt his letters there. He sat on the same benches as the sons of peasantry. He ultimately became the Governor-General of India. He was among the most successful Governors-General of India.

(8) Robert Bruce had fought many a battle. He had fought with the English. He wanted to liberate Scotland from them. He failed in each. He did not lose heart. He prepared again. He succeeded. A spider taught him to persevere. He was hiding in a den then.

CHAPTER XVI

TWO DIFFERENT WAYS OF REPORTING TALKS

The Direct and The Indirect Narration

1. Study the following :—

(A) My mother said, " Here is the pen you were looking for yesterday."

(B) My mother said *that here was* the pen *I had been* looking for *the day before.*

In **(A)** the actual words *that came from the lips of my mother* are put within inverted commas (" ") or quotation marks. They **directly** convey the words *as spoken by the speaker.* This is the **Direct** way of reporting talk.

In **(B)** there have come in changes in many places, so that *actual words have changed*, but the *substance* of my mother's talk remains unchanged. This is the **Indirect** way.

2. The report under **(A)** has two parts :—

Reporting Verb	Reported Talk
My mother **said,**	" Here is the pen you were looking for yesterday."

3. Now study the changes that have come in by the transformation of Direct into Indirect way of making report :—

1. **Of Punctuation** : Comma (,) coming after the reporting verb and inverted commas (" ") *disappear.*
2. **Of Pronoun** : Within the quotation marks the pronoun *you* gives place to *I.*
3. **Of Tense of the Verb** : *Is* becomes *was*, *were looking* becomes *had been looking.*

4. **Of Words indicating Place and Time, etc.:** *Here* becomes *there*, *yesterday* becomes *the day before.*

Note.—Conjunction '*that*' also comes in.

The rules under which these changes are made are explained below :—

I. Rules for Punctuation

4. Study the following examples :—

Direct.—He said, " I am ruined by my own folly."

Indirect.—He said that he was ruined by his own folly.

Direct.—He said, " Where have you been all these days ? "

Indirect.—He asked him where he had been all those days.

Direct.—The scout said, " O for a trip to Kashmir this summer ! "

Indirect.—The scout earnestly wished for a trip to Kashmir that summer.

Rule 1.—The comma coming after the reporting verb and the inverted commas of the reported speech disappear.

Rule 2.—The **question mark (?)** and the **sign of exclamation (!)** give place to **full stop**.

II. Rules for the Change of Pronouns

5. Study the following :—

Direct	*Indirect*
He said to me, " I am faithful."	He told me that he was faithful.
He said to me, " You lack courage."	He told me that I lacked courage.
He said to me, " He is still absent."	He told me that **he** (another person) was still absent.

Rule 1.—**Pronouns of the I Person** in the reported speech	change into	**the same person as that of the subject of the reporting verb.**
Rule 2.—**Pronouns of the II Person** in the reported speech	,,	**the same person as that of the object of the reporting verb.**
Rule 3.—**Pronouns of the III Person** in the reported speech	remain	**unchanged.**

Note.—**All Nouns** are in the **Third Person.**

III. Rules for the Change of Tenses

6. Study the following :—

Reporting Verb	**Reported Speech**	
(*Present or Future Tense*) **I know** *or* **I will know,**	" He **is** faithless."	(*Direct*)
	that he **is** faithless.	(*Indirect*)
	" He **will be** faithless."	(*D.*)
	that he **will be** faithless.	(*I.*)
	" He **was** faithless."	(*D.*)
	that he **was** faithless.	(*I.*)
	" He **has been** faithless."	(*D.*)
	that he **has been** faithless.	(*I.*)
	" He **had been** faithless."	(*D.*)
	that he **had been** faithless.	(*I.*)
	" He **is becoming** faithless."	(*D.*)
	that he **is becoming** faithless.	(*I.*)
	" He **was becoming** faithless."	(*D.*)
	that he **was becoming** faithless.	(*I.*)

Rule.—It is clear that after a reporting verb in the **Present** or **Future Tense,** the **tense** of the verb of the reported speech remains **unchanged.**

7. Now study the following examples:—

Reporting Verb	**Reported Speech**	
(*Past Tense*) Rustam **said**,	"I **want** peace."	(*Direct*)
	that he **wanted** peace.	(*Indirect*)
	"I **am riding** a horse."	(*D.*)
	that he **was riding** a horse	(*I.*)
	"I **have ridden** a horse."	(*D.*)
	that he **had ridden** a horse.	(*I.*)
	"I **have been riding** a horse."	(*D.*)
	that he **had been riding** a horse.	(*I.*)
	"I **spoke** the truth."	(*D.*)
	that he **had spoken** the truth.	(*I.*)
	"I **was speaking** the truth."	(*D.*)
	that he **had been speaking** the truth.	(*I.*)
	"I **had been speaking** the truth."	(*D.*)
	that he **had been speaking** the truth.	(*I.*)
	"You **shall obey**."	(*D.*)
	that I **should obey**.	(*I.*)
	"He **will** not **rob** a widow."	(*D.*)
	that he **would** not **rob** a widow.	(*I.*)

8. The above examples show that after a reporting verb in the **Past Tense** the tenses of Verbs change as below:—

Present Indefinite *want*	into	Past Indefinite *wanted*
Present Continuous *am riding*	into	Past Continuous *was riding*
Present Perfect *have ridden*	into	Past Perfect *had ridden*
Present Perfect Continuous *have been riding*	into	Past Perfect Continuous *had been riding*

Rule 1.—**All forms of Present Tense change into the corresponding Past.**

But

Rule 2.—**Past Indefinite** (*e.g.*, spoke) generally changes into **Past Perfect** (had spoken).

Continuous

Rule 3.—**Past Imperfect** (*e.g.*, was speaking) changes into **Past Perfect Continuous** (had been speaking).

Rule 4.—**Past Perfect** remains **unchanged.**

Rule 5.—**Will** and **shall** occurring in the reported speech should be changed into **would** and **should**.

Note 1.—So also **can** should be changed into **could** and **may** into **might**; **do** *or* **does not go** into **did not go**.

Note 2.—The **Infinitive** (*to take* or *to be taken*, etc.) **has no tense**, *so it has no change.*

Note 3.—The **tense** of the **reporting verb** is **never changed.**

9. Exceptions.—Note the following exceptions:—

1. Cases of statements of **habit**.

Direct.—Pritam said, "My grandfather **smokes** occasionally."

Indirect.—Pritam said that his grandfather **smokes** occasionally.

Direct.—They pleaded, "To err **is** human."

Indirect.—They pleaded that to err **is** human.

Direct.—He said, "My neighbour **drinks** but only now and then."

Indirect.—He said that his neighbour **drinks** but only now and then.

2. Cases of statements of **truths accepted by everybody**.

Direct.—The sage preached, "Flesh **dies**, but soul **endures**."

Indirect.—The sage preached that flesh **dies** but soul **endures**.

Direct.—Swami Ram Tirath believed, "God **is** where love **is**."

Indirect.—Swami Ram Tirath believed that God **is** where love **is**.

IV. Change of Words Indicating Nearness of Time and Place

10. Words indicating **nearness** of place and time are changed into those indicating **distance**; as,

This	becomes	that
These	,,	those
Thus	,,	so, in that way
Now	,,	then
Here	,,	there
Hence	,,	thence
Hither	,,	thither
To-day	,,	that day, the same day
To-morrow	,,	the next day
Yesterday	,,	the day before, the previous day
Last night	,,	the previous night
Come	,,	go
Ago	,,	before

Direct.—They said, "We arrived here yesterday."

Indirect.—They said that they had arrived **there** *the day before.*

11. In cases where reports are made at the time of the speech or where the objects mentioned in the speech are present at the time of reporting, no change is made; as,

Direct.—You said, "He met me at **this** tank."

Indirect.—You said that he had met you at **this** tank. (The reporting takes place at the same tank.)

Direct.—He pointed, "**Here** in **this** mausoleum lies buried Jehangir."

Indirect.—He pointed that **here** in **this** mausoleum lay buried Jehangir.

Direct.—The teacher said, "You will write out the passage just **now**."

Indirect.—The teacher said that we would write out the passage just **now**. (A boy reports to another a minute after.)

Direct.—My friend remarked, "It was raining heavily at **this** time yesterday."

Indirect.—My friend remarked that it had been raining heavily at **this** time the day before.

Direct.—"I have no clothes to cover myself well **this** winter," said the beggar.

Indirect.—The beggar said that he had no clothes to cover himself well **this** winter.

12. Sometimes two or more third person pronouns occur in the speech. In such cases, to distinguish one from the other, names should be inserted in brackets after the pronouns; as,

Direct.—Rustam said to Jamshed, "My father wishes you to join us on the trip to Ajanta caves."

Indirect.—Rustam told Jamshed that his father wished him (Jamshed) to join them on the trip to Ajanta caves.

13. For the purpose of transformation of Direct speech into Indirect, sentences may be grouped under the following heads:—

1. **Statements.**
2. **Questions beginning with** *what, why, when* and *how*, etc.
3. **Questions beginning with** helping verbs like *will, would, can, could, do, did, may, might*, etc.
4. **Commands** or **Requests** (Positive).
5. **Commands** or **Requests** (Negative).
6. **Exclamations.**
7. **Wishes** or **Prayers.**

For each group we have to observe different rules.

V. Rules for Assertive Sentences

(Statements, negative or positive)

Direct.—I said to him, "You are plucky indeed."

Indirect.—I **told** him **that** he was plucky indeed.

Direct.—Nelson said to his Granny, "I never saw fear anywhere here."

Indirect.—Nelson **told** his Granny **that** he had never seen fear anywhere there.

14. Note the following :—

Rule.—**Said to**	becomes	**told.**
But **said**	remains	**said.**
Said to him	becomes	**told him.**

Conjunction **that** comes in.

Changes of the tenses of the Verbs and of 'here', etc., into 'there', etc., have already been explained.

15. For converting Indirect form back into Direct form, note :—

(*a*) the position of the **comma** outside the inverted commas (" "),
(*b*) the position of **inverted commas** (" "),
(*c*) the **first word** of the reported speech begins with a **capital** letter,
(*d*) changes of pronouns, of tenses of verb, etc., may be made, as explained already.

Exercise 42

I. Convert into **Indirect** :—

(1) The lamb said to the wolf, "I was not yet born."
(2) "I shall never mind this," said the gentleman.
(3) The boy said to me, "I shall come an hour later if you have no objection."
(4) He said, "I cannot do this work in time."
(5) He said to me, "This shopkeeper is very fair in his dealings."
(6) Krishan said, "You may go or not, it is all the same to me."
(7) He said to me, "Your mother has sent you a gift."
(8) Jagdish said, "The two teams have played a drawn game."
(9) My father said, "Your friend has been appointed on six months' probation."
(10) Karim said, "I do not believe in ghosts and spirits."
(11) He said to me, "I have invested all my money in the factory, so I have not even a single pice to lend you."

(12) He said, " The watch has run down, it seems that you forgot to wind it."
(13) Hari said, " I have bought a pair of new shoes."
(14) The doctor said, " Fever will go down to-morrow."
(15) He said to me, " I have often told you not to play with fire."
(16) Ram said, " Mohan looks pulled down on account of fever."
(17) He wrote and said, " I am unable to come just now because I am ill, but I will certainly start as soon as I am well enough to do so."
(18) Mohan said, " I was dog-tired when I returned from stroll last evening."
(19) He said, " I cannot pull on with you."
(20) He said, " With a view to obtaining experience, I travelled over the continent."
(21) He said, " I did not know before this that the earth moves round the sun."
(22) He said to his pupils, " When the cat is away, the mice will play."
(23) " I do not think we ought to consider expenses to-day, seeing that it is your birthday," said my sister to me.
(24) He said, " I have done my best and can do no more."

II. Convert back into **Direct** :—

(1) An honest worker may say that he has done his best and can do no more.
(2) They may say that he has wasted energy only in robbing the world, but not in adding anything to it.
(3) A successful candidate can say that he worked hard.
(4) The postman said that he delivered the letter punctually at my house.
(5) He might say that he did not wish to help rogues.

(6) He thought to himself that he had been the cause of his own ruin.
(7) I note that you are getting lazy.
(8) The overseer noted that the men were wasting time.
(9) They declared that any team was welcome to play against them.
(10) The stranger told us that he had been travelling round the globe.

VI. **Transformation of Questions** *beginning with what, when, why and how.*

16. Study the following examples :—

Direct.—The teacher said, " When will your father come to see me ? "

Indirect.—The teacher asked when **my father would go** to see him.

Direct.—The policeman said to the thief, " Why did you get into another's house so late in the night ? "

Indirect.—The policeman asked the thief why **he had got** into another's house so late in the night.

Rule 1.—**No connective** is used—**never** 'that'.

Rule 2.—**Subject comes first,** the whole of **the verb comes next.**

Rule 3.—**Question mark (?)** gives place to **full stop.**

Rule 4.—**Said** or **said to** becomes **asked** or **inquired** or **inquired of.**

Incorrect	*Correct*
He asked that why did you not come in time ?	He asked why you did not come in time.
He asked how did he break open the lock ?	He asked how he broke open the lock.

Exercise 43

I. Convert into **Indirect** speech :—

(1) He said, " Why do you cross-question me as if I were a thief or a robber ? "
(2) The policeman said, " Where did you spend the last night ? "

(3) "How is it that there is blood on this knife?" inquired the officer.
(4) The prisoner said, "How much ransom does he want?"
(5) The other prisoner said, "Where could my mother get enough money to ransom you?"
(6) The captive said, "How could I run away with these shackles on?"
(7) "When did you leave for Lahore?" said my aunt.
(8) The poor cobbler said, "Where should I ever see leather like that?"
(9) "What are you looking at?" said the lady.
(10) "How did it happen to her?" inquired the doctor.
(11) The old man said, "How can I help being fond of them?"
(12) The innkeeper said, "Why did you leave the inn before dawn?"
(13) "Why should I screen the man who ruined my life?" said the man in chains.
(14) The doctor said, "What more do you want of me?"
(15) Nala said to Damyanti, "Why should you perish because of me?"
(16) The priest said, "What could I do with a naked man? How did you come to be there by the shrine?"
(17) The gentleman asked the stranger, "Where do you come from? Where do you want to go? Why is it that nobody gives you anything?"
(18) The rich man said, "Which of you is the master bootmaker?"
(19) He thought to himself, "How is it that Michael who has been with me a whole year and never made a mistake before should do such a dreadful thing?"

II. Convert back into **Direct Interrogative forms** :—

(1) I asked why I had been selected for running errands.

(2) The common people asked why the nobles oppressed them.
(3) The magistrate asked how he fell into the society of the wicked at so early an age.
(4) They inquired of him what parents he came of, what place he belonged to and how old he was.
(5) My partner asked when we should start the business.
(6) The kind lady asked the poor boy what ailed him that he was crying so painfully.
(7) The jackals howled that their forefathers had been the rulers of the jungles.
(8) The wolf inquired of the lamb why it was making the water that flowed from him to him (the wolf) muddy.

III. **Correct** the following sentences :—

(1) He asked that why did you tell lies ?
(2) They knew not how did the thief secure keys for their lock.
(3) The nobleman asked to him that what reward did he require for his service.
(4) They asked themselves that when did they offend the village lambardar.
(5) He asked that where could he find the best musk ?

VII. Transformation of Questions Beginning with Auxiliary Verbs (*can, could, do, does, did, may, might, will, would, shall, should, have, has, had, is, am, are, was, were*, etc.)

17. Study the following examples :—

Direct.—"Is the school closing to-morrow on account of Basant ?" said the student.

Indirect.—The student asked **if** (or **whether**) the school was closing the next day on account of Basant.

Direct.—"Can you come over to-morrow ?" said my friend.

Indirect.—My friend asked me **if** (or **whether**) I could come over the next day.

Direct.—"Could you ever afford to displease your parents?" said I to my friend.

Indirect.—I asked my friend **if** he **could** ever **afford** to displease his parents.

Rule.—Connective '**if**' (or '**whether**') is used in converting questions of this form into the Indirect.

Note 1.—This is the only difference in the rendering of the two forms of questions.

Note 2.—*Could afford, could have gone, would work, would have written* remain as they are.

Exercise 44

Convert into **Indirect** :—

(1) Iqbal said to Surjit, "Are you getting on well with your studies?"
(2) "Would you like to have bananas or apples?" the host asked.
(3) "Do constables also turn dacoits?" he asked his father.
(4) "Am I properly dressed for appearing in public?" said he to his mirror.
(5) The sister said to her brother, "Has mother given the keys to you for me?"
(6) The officer inquired, "Were you alone or with a fellow-merchant?"
(7) My father said to me, "Did you see him this morning?"
(8) "Do you know anything of the merchants of Srinagar?" inquired my fellow-traveller.
(9) "Are they still alive?" asked the hangman.
(10) The hunter said, "Don't you hear him breaking branches with his antlers?"
(11) The village headman said, "Has someone been ill-treating you?"
(12) The beggar inquired, "Have you no love of God?"
(13) My companion said to me, "Would you continue your studies in ease, may God forbid, if you fail?"

(14) "Do you think it is quite the right thing for me to be here?" asked Alice.
(15) "Have you got a good gardener to look after your roses?" asked Mohan.
(16) "Do you really come from China?" said the prince.
(17) "Will you earn a fair name for your family?" said he.
(18) "Did you ever see a hen lay a golden egg?" said the lady to the stranger.
(19) The magistrate said, "Do you not come from a distance?"
(20) "Have you ever seen a meteorite fall to earth?" my friend asked me.
(21) "Could wolves be posted to look after sheep?" one wise man said to another.
(22) "Will robbing Peter to pay Paul ever be a successful policy?" said the king to his subjects.
(23) "Can the time once lost be ever recalled?" asked the Guru.
(24) "Will you allow me stay in your palace for a few days more so long as my wife does not gather enough to undertake a journey?" Kunala said to Kunjar Karna.

VIII. Transformation of the Positive Imperative (Commands and Requests in the Positive)

18. Study the following examples:—

Direct.—The Head Master said to the peon, "Take this paper round to all the classes."
Indirect.—The Head Master **ordered** the peon **to take** that paper round to all the classes.
Direct.—The General said to his men, "March on."
Indirect.—The General **commanded** his men **to march on.**
Direct.—The gentleman said to his servant, "Wait outside the house with my motor cycle ready."
Indirect.—The gentleman **ordered** his servant **to wait** outside the house with his motor cycle ready.

Direct.—The doctor said to his patient, "Take good care of your health."

Indirect.—The doctor **advised** his patient **to take** good care of his health.

Direct.—The boy said to the teacher, "Recommend me for three days' leave from school."

Indirect.—The boy **requested** the teacher **to recommend** him for three days' leave from school.

Direct.—He said to his neighbour, "Do give me some help this last occasion."

Indirect.—He **begged** his neighbour **to give** him some help that last occasion.

or He **implored** his neighbour, etc.........

Direct.—"Let me get my breath, for I am tired inside out," he said.

Indirect.—He **proposed that** he **should get** his breath, for he was tired inside out.

Rule 1.—The **Imperative** mood changes into the **Infinitive.**

Rule 2.—The **Reporting Verb** is changed into a suitable verb expressing *command, order, advice, request*, etc., according as the words within the inverted commas may suggest. The selection of the **right verb** is of the *essence* in this form.

Rule 3.—Use **no connective** in this rendering.

Rule 4.—Constructions beginning with 'let me' or 'let us' are converted with the help of:—

(*i*) **Suggested that**....... **should** or **might**.........

(*ii*) **Proposed** or **urged that**......**should** or **might**.......

IX. Transformation of the Negative Imperative (Warnings and Prohibitions, etc.)

19. Study the following examples:—

Direct.—Christ said, "Judge not others, lest you yourself should be judged."

Indirect.—Christ **advised** men **not to judge** others, lest they themselves should be judged.

Direct.—The old man said, "Do not step into long grass with bare feet."

Indirect.—The old man **advised** someone **not to step** into long grass with bare feet.

Direct.—His father said to him, "Do not make too many friends."

Indirect.—His father **forbade** him **to make** too many friends.

or His father **counselled** him **not to make** too many friends.

X. Double Imperative—Positive and Negative Mixed

20. Study the following example:—

Direct.—"Come in, do not stand at the door," said the landlady to her servant.

Indirect.—The landlady **commanded** her servant **to come** in and **not to stand** at the door.

Exercise 45

I. Change into **Indirect form** of speech:—

(1) The old lady said, "Send me a helping hand."
(2) "Examine the deck," said the Captain, "and report immediately."
(3) The taxi-driver said, "Hurry up, if you want to be in time."
(4) The patient said, "Bring me the medicine."
(5) The scientist said, "Mix two parts of hydrogen and one part of oxygen and mark you obtain something quite new."
(6) "Give me the boon you promised," said Savitri.
(7) "Come and see us whenever you pass through Lahore," wrote my uncle.
(8) The teacher said to his pupils, "Trust in God and do the right."
(9) "Be careful not to make many mistakes in future," said the officer to his clerk.
(10) "Do not talk ill of the dead," said my father.
(11) The wise man said to the young man, "Do not waste money, lest you should be in want later."
(12) Grandfather said, "Do not make a mountain of a mole-hill."
(13) The mother said, "Don't you kill my child. Have mercy on him."

(14) "Do not exert yourself much, lest you should complain of headache," said he to his younger brother.
(15) "Never be unkind to the poor and the infirm," said the holy man.
(16) My teacher said to me, "Depend not on others, for dependence is a sin."
(17) "Take this luggage and follow me out of the station," said the passenger to the coolie.

II. Convert back into **Direct**:—
(1) He commanded the soldiers to halt.
(2) The general ordered his men to march forward.
(3) The peasant requested the zemindar not to carry all the produce away.
(4) The tired traveller requested his companion to walk slower, for his boots had blistered his feet.
(5) The teacher advised his pupils not to forget even for a while in their life that perseverance is the key to success.
(6) The dying old man advised his sons not to quarrel among themselves after he was dead.
(7) The poet urges his readers to be up and doing with a heart for any fate.
(8) They proposed that they had better carry the tiffins along.
(9) The hunter suggested that they should get on to trees and there lie in wait for the man-eater.
(10) The beggar implored the prince to give him a horse to ride, for he was lame.

XI. Transformation of Exclamations

21. Study the examples given below:—

Direct.—He said, "Alas! I am ruined."
Indirect.—He **exclaimed that** he was ruined.
Direct.—He said, "Ah me! my only child is dead."
Indirect.—He **exclaimed with sorrow that** his only child was dead.
Direct.—The good lady said, "What a miserable life is yours!"
Indirect.—The good lady **exclaimed with pity** what a miserable life was theirs.

Rule 1.—The **Reporting Verb** changes into **exclaimed.**

Rule 2.—The words within inverted commas sometimes suggest *fear*, *sorrow*, *delight*. In that case it is best to write **exclaimed** *with fear* or *with delight*, etc.

Rule 3.—Connective '**that**' comes in.

Note.—Where the reported part begins with *what*, *how*, etc., **that** is not used.

XII. Transformation of Wishes and Prayers

22. Study the following examples :—

Direct.—The old woman said, " May God bless you with a son ! "

Indirect.—The old woman **prayed** God to bless me with a son.

Direct.—He said to me, " May you succeed ! "

Indirect.—He **wished** me success.

Direct.—He said, " O for a hearth and home under the sun ! "

Indirect.—He **prayed earnestly** for a hearth and home under the sun.

23. From the words within inverted commas, first know whether they convey a sense of prayer, blessing or wish and then proceed, as shown above.

Exercise 46

I. Convert into **Indirect** :—

(1) " O for a cup of warm milk ! " said the faqir.
(2) " What a dark night ! " said the watchman.
(3) " May God grant you better sense ! " said the traveller to the naughty children.
(4) " May God be your guide ! " said the mother.
(5) " Cursed is the nation that serves another's will ! " said the patriot.
(6) "A ruffian ! A robber ! A murderer ! Down with him ! Away with him ! " shouted the people.
(7) He said, " May God bless you ! You have been so kind to me."
(8) My friend said to me, " May your efforts be crowned with success ! "

(9) Mohan said, "I wish I were a king!"
(10) The mourners said, "May God bless the soul of the departed!"
(11) He said, "Would that he had been there then!"
(12) "This world," he declared, "is full of sorrow. Would that I were not born!"
(13) Mohan said, "May God reward this act of yours!"
(14) The father said, "Oh that Mohan had not gone there!"
(15) The boys said, "Alas! we have lost the match."
(16) The teacher said, "What a stupid fellow you are!"
(17) "How strange that we should meet here, lads!" said the captain.
(18) The mother said, "How miserable has been rendered the home after the death of its master!"

II. Express the following sentences in the **Direct** form :—

(1) The sage wished heaven and earth to smile on me.
(2) He cried that he had an awful pain in his head.
(3) The poor man prayed that the benevolent should live long.
(4) The peasants prayed for a heavy shower of rain.
(5) He wished the army success.

XIII. Transformation of Nominative of Address

24. Study the following examples carefully :—

Direct.—"My son, you promised to be good," said the father.

Indirect.—The father **reminded his son** that he had promised to be good.

Direct.—The boy said, "May I come in, sir?"

Indirect.—The boy **respectfully asked** if he might come in.

Direct.—The boy said, "Yes, sir, I mean to be more diligent."

Indirect.—The boy **respectfully said** that he meant to be more diligent.

Direct.—"Did you see a hen lay a golden egg, O fool?" said the lady to the stranger.

Indirect.—**Addressing the stranger with contempt** the lady inquired of him if he had seen a hen lay a golden egg.

Direct.—"When did you receive the report of the death of your relative, my friend?" said Kabir to Rustam.

Indirect.—**With great sympathy Kabir inquired of** Rustam as to when he had received the report of the death of his relative.

Direct.—"Forward! my men, and charge for the guns," he said.

Indirect.—He **exhorted his men to rush forward** and charge for the guns.

Direct.—"Bravo, my men, you have won a great honour for your land!" said the General.

Indirect.—The General **applauded his men for** the great honour they had won for their land.

XIV. Salutations and Other Typical Cases

Direct.—"Good morning, friend, how do you do?" said the visitor.

Indirect.—The visitor **bidding him good morning** *inquired after his well-being.*

Direct.—"Depend on it, I shall ever be helpful," he said to his friend.

Indirect.—He told his friend **to be quite sure** that he would ever be helpful.

Direct.—"Let the crop be ruined, I am not going to take care of it," said the step-brother.

Indirect.—The step-brother **avowed** that **even though** the crop might be ruined, he was not going to take care of it.

Direct.—"Hullo! are you also in Kashmir?" said his old friend.

Indirect.—His old friend **was surprised to see** him also in Kashmir.

Direct.—Wahid said, " Heavens know, I mean to be faithful."

Indirect.—Wahid **called upon Heavens to witness** as to his faithfulness.

Exercise 47

Convert into **Indirect** :—

(1) " Don't put it off, Sonie, put out the fire before it spreads or it will be too late."

(2) " No, I can't pay so much," said the customer. [Always avoid using expressions like *answered in the negative.*]

(3) Abdul said, " You, Puran, good ; I, Abdul, good ! "
[Many words are understood, but the feelings are clear.]

(4) " Ah ! " said he, " we have been in the wrong."

(5) " Well, then, I shall go alone, good-bye ! " said he to his comrade.

(6) " Well, good-bye, then, don't think ill of me," replied his comrade.

(7) " Good-bye, Bessy dear ! " he said, " I shall never forget you ! "

(8) " What are you doing, Simon ? " He said to himself. " The man may be dying of want, and you slip past afraid. Have you grown so rich that you are afraid of robbers ? Shame on you, Simon ! "

(9) " It is easy enough—see ! " said the teacher.

(10) Customer—Good day, good folk !
Cobbler.—Pray come in. What can we do for you ?

XV. Transformation of Sentences, Containing Two or More Different Types

25. Up to now only single sentences of different types have been attempted. Now study the conversion of sentences containing **two** or **more different** types :—

Example 1.

Direct.—" Go on alone," said Aslam. " Why should you perish because of me ? "

[" Go on alone"—Imperative
"Why should you perish because of me?"—Question.]

Indirect.—Aslam **exhorted** his companion **to go on** alone. He **asked** his comrade why he should perish because of him.

Rule 1.—Each type is converted with the help of a **suitable reporting verb,** necessary for such a type.

Rule 2.—All other changes necessary for each type are also made.

Example 2.

Direct.—"Are you so tired, Kemal, that you cannot go a furlong further? Then get upon my back. I will carry you if you really cannot walk," said Balwant.

This is a case of three types in one—a **question,** a **request** or **exhortation** and a **statement** giving assurance.

Indirect.—Balwant **inquired of** Kemal **if** he was so tired that he could not go a furlong further. He **requested** him **to get** up on his back, then, and **promised that** he would carry him if he (Kemal) really could not walk.

Each component part in the above sentence has been treated according to its type. The same is the treatment for bigger passages.

XVI. Conversion of Dialogues into Indirect

26. Study the following examples and carefully note the directions given against each part of the dialogue :—

Example 1.

Dialogue between a Customer and a Landlord.

Customer.—Have you got land to sell? (Question)

Landlord.—Yes, please. (Polite reply)

Customer.—How much is available?

Landlord.—But how much do you require?

Customer.—As much as you hold out for sale. But what is your price?

Landlord.—Our prices are the same always. (Assurance) A thousand rupees a bigha.

Customer.—Agreed. I will come to-morrow with my Munshi. (Consent and promise)

A dialogue is, in the most part, full of questions and answers given in the sense of a mere reply, a taunt, a promise, an agreement, or a disagreement, etc.

Use *the most suitable reporting verb before each part* and write out as below:—

A customer **inquired of** a landlord if he had land to sell. He **politely replied** that he had. The customer **wanted to know** how much was available. The landlord **replied him with a question** as to how much he required. The customer **assured** the landlord that he would have all, but inquired his price. The landlord **assured** him that their price was the same always. It was a thousand rupees a bigha. To this the customer **agreed** and **promised** that he would come the next day with his Munshi.

Example 2.

A dialogue between two friends out in Kashmir.

First Friend.—Hullo! When did you come? (Surprise)

Second.—How do you happen to be here? (Question)

First.—I came here last month. (A reply)

Second.—I am arriving just to-day. (An information)

First.—Well, but all alone? (Question in a few words)

Second.—No, father too is with me. (Further information)

First.—Where is he? (A simple inquiry)

Second.—In the house-boat, up Amira Kadal. (A simple reply)

First.—I will come this evening at seven to see him. (A promise)

First friend hailing the second asked him in surprise when he had come. The second with equal surprise inquired how he happened to be there. He said he came last month. The other informed him that he was arriving just that day. Again he inquired if he had come all alone. The other said no, father too was with him. The first friend asked where he was. The other replied

that he was in a house-boat, up Amira Kadal. The first friend promised that he would go the same day in the evening to see him.

XVII. The Same Speech Reported by Different Reporters

Asoka.—Are you Kunala ?
Kunala.—Yes, I am indeed Kunala.
Asoka.—But what has happened to your eyes ?
Kunala.—Well, they had to be taken out because of your orders.
Asoka.—What orders of mine ?
Kunala.—The Ivory Seal was on them !
Asoka.—Oh ! it must have been the Queen, the wicked Queen Tishya Rakshita who sent such orders.

In the above talk there are three persons involved :—

1. Asoka, 2. Kunala, 3. Tishya Rakshita.

27. This talk can be reported by each of these three and also by one more person, say the king's minister or one of his servants.

So we can have four versions of it. There can always be one version more (from some outside person) than the number of persons concerned in the talk. The conversion will be made, as shown below :—

Asoka's Report

I asked Kunala if it was really he. He exclaimed that he was Kunala indeed. But then I inquired of him what had happened to his eyes. He replied that they had to be taken out by my orders. At this I inquired in amazement what orders were meant. He replied rather excitedly that the Ivory Seal was on them. Then I realized to my great pain that it must have been the wicked Queen Tishya Rakshita who had sent such orders.

Kunala's Report

Asoka disbelieving asked me if I was Kunala. I replied that Kunala indeed I was. At this with a shock he asked me what had happened to my eyes. Of course, I replied that they had to be taken out because of his orders. In amazement he asked what orders were meant.

I replied rather excitedly that the Ivory Seal was upon them. Then with great pain he realized that it must have been the wicked Queen Tishya Rakshita who had sent such orders.

Tishya Rakshita's Report

Asoka asked him if he was Kunala. Kunala assured him it was he indeed. With a shock, he asked him what had happened to his eyes. Kunala excitedly replied that they had to be taken out because of his (Asoka's) orders. In amazement Asoka asked what orders were meant. Kunala replied rather excitedly that the Ivory Seal was upon them. Asoka shrieked with pain that *it must have been I, my wicked self, who had sent such orders.*

Servant's Report

It will read like Tishya Rakshita's, excepting the part **italicised**, where it will read like Kunala's.

XVIII. Conversion into Indirect after a Verb in the Past Tense

28. Study the following examples :—

1. *Direct.*—" Did you steal his purse ? "

First write in full, supplying the part outside the inverted commas with the reporting verb in the past tense ; as,

The constable asked the culprit, " Did you steal his purse ? "

or The Magistrate asked the accused, " etc......"

or The Head Master asked the culprit, " etc......"

Then go ahead with conversion.

2. *Direct.*—" Can a poor man like me be of any help to you, a person of so high a position ? "

In full.—A poor friend said to his rich friend, " etc......"

or A mendicant (sadhu) said to a prince, " etc......"

29. All that is necessary in such exercises is that it is to be found out as to *who is speaking to whom.* A close study of the passage alone can disclose this. Then the reporting verb, its subject and its object are to be worked out. After this, the passage should be converted in the

usual way ; as,

Direct.—" I strongly object to the use of personal remarks. Have you considered all that such a practice may lead to ? Gentlemen, I entreat you to be cautious."

Evidently it is a *speaker talking to his audience.* So the part outside the inverted commas will be :

The speaker said, "......"

Indirect.—The speaker protested that he strongly objected to the use of personal remarks. He asked his audience if they had considered all that such a practice might lead to and entreated them to be cautious.

Note.—Sometimes inverted commas are omitted. In that case they should be supplied.

Exercise 48

Convert into **Indirect** after a verb in the past tense :—

(1) If you are late again, I shall dismiss you.
(2) Are you ill, my child, or is there anything troubling you ?
(3) I want leather shoes made for these two little girls.
(4) Pray, come in, what can we do for you ?
(5) Thank you, my little one, for the cheese you have brought. Who will make dolls for you when I am gone ?
(6) Bring your money, then you may have your pick of the skins. We know what debt collecting is like.
(7) Much wisdom I shall hear from a drunken fool ! I was right in not wanting to marry a drunkard like you. You drank the linen my mother gave me and now you have been to buy a coat and have drunk that too.
(8) What are you doing, friend ? You have ruined me. You know the gentleman ordered high boots, but see what you have made.
(9) No one has stolen any money from this pilgrim. I don't believe he had any. He gave none

away anywhere, though he made me give and even borrowed a rupee of me.

(10) Well, this time he shall not escape me. I will go and stand at the door. Then we can't miss one another.

(11) Had he not come, we should all have died in our sins. We were dying in despair murmuring against God and man. But he set us on our feet again and through him we learned to know God and to believe that there is good in man.

(12) I thus wandered from pocket to pocket till the beginning of the Civil War, when, to my shame, I was employed in raising soldiers against Charles I. Being very broad and attractive and cast in silver, I began to be used by military officers to draw country fellows to join their ranks.

(13) After an imprisonment of several years in the miser's custody, we heard somebody knocking at our chest, and breaking it open with a hammer. This we found was the old man's heir, who, as his father lay dying, was so good as to come to our rescue. He separated us that very day and sent some to draper's and others to the beer-shop.

(14) What are you doing, Majid? If you do not attend to the lesson, I shall send you to the Head Master and then you will be sorry. Look at the black-board and do not let me catch you playing again. You are the worst boy in the class, and unless you work very hard for the remainder of this year, you will have no chance of passing the examination.

(P. U. 1920)

(15) The gods are come to avenge the arrogance of the nobles; let us not give in our names, for it is better to die all together than one by one. Why should we always be fighting? Let

the nobles turn soldiers that the perils of warfare may be felt by those that get the reward. (P. U. 1916, 1919)

(16) Prisoner at the bar, during the whole course of my experience as magistrate, I have never met with a worse case than yours and I shall inflict on you the heaviest penalty that the law empowers me to inflict. May the example of severity that I shall show to-day be a warning to others who might, otherwise, be imitators of your crime. You are sentenced to transportation for life. Jailor, remove the prisoner.

(17) Mother, you are bigger than a dog, and swifter and better-minded, and you have horns to defend yourself; how is it that you are so afraid of the hounds?

(18) There seems to be no end to it. First I only meant to bring them a little water and give them each a slice of bread, and just see where it has landed me. It's a case of redeeming the meadow and the cornfield. And when I have done that, I shall have to buy a cow for them and a horse for the man to cart his sheaves. A nice coil you've got yourself into, brother Elisha! You've slipped your cables and lost your reckoning!

Miscellaneous Exercise 49

I. Convert into **Indirect** :—

(1) "Please lend me your bicycle for a couple of hours to-morrow," said Rahmat to his friend.

(2) The beggar said to the rich man, "Kindly give me some money to buy clothes to cover my body with this winter."

(3) "Let the patient lie in complete rest. Do not move him on any account," said the doctor.

(4) The teacher said, "Well done! You have improved your English a great deal. Carry on

in the way you have begun and you will go far."

(5) "Go in peace," she said, "and take with you a gift. Whatever you wish for in this cave is yours."
"O wonderful one, give me only the blue flowers you are holding."
"Take them, wise mortal. I will give you the measure of the seeds also. Plant it and guard it well."

(6) Report as though you were Sydney :—
"Germany?" cried Sydney. "Yes," said Horace, "and I start the day after to-morrow."
"Well", said Sydney, "at any rate, you will stay the night."
"Thanks," said Horace, "you're very good. I will."

(7) Write out the above in dialogue form and convert it as though you were Horace.

(8) He tried to persuade him, and said, "I am not going far—I only want to climb that hill. Come with me if you like."

(9) He said to his companion, "If your feet get cut, they will heal; but if the Tartars catch us and kill us, that can't be mended."

(10) The king said to his minister, "We have gone wrong and have come too far to the right. We must turn back and go up that hill to the left. There must be a wood there."

(11) He said to his friend, "Do as you like, I can go no farther! My feet won't carry me."

(12) The father said to his son, "Why did you not come before? I have brought some toys for you. Here, catch!"

(13) "No," said he, "it is plain that I cannot get away from here. How can I go when I have hardly strength to turn round?"

(14) The interpreter said to the prisoner, "You get angry, but your comrade here is gentle. He

has written home, and they will send him five hundred rupees. So he will be well-fed and well-treated."

(15) He said to himself, "Where could my mother get enough money to ransom me? As it is, she lived chiefly on what I sent her. If she had to raise five hundred rupees, she would be quite ruined. With God's help I will manage to escape."

(16) The police officer said, "This morning the merchant was found in bed with his throat cut. You are the only person who could have done it. The house was locked from inside and no one else was there. Here is the blood-stained knife in your bag, and your face and manner betray you. Tell me how you killed him and how much money you stole."

(17) He said to himself, "It seems that only God can know the truth. It is to Him alone we must appeal and from Him alone expect mercy."

(18) He said to his horse, "Get me out of this safely, my pet; don't stumble, for if you do, it's all up. Once I reach the gun, they shan't take me prisoner."

(19) "Well, now we are lost, friend!" said Zahir. "That dog will gather the Tartars together to hunt us down. Unless we can get a couple of miles away from here, we are lost."

(20) Simon said to Michael, "Well, we've taken the work but we must see we don't get into trouble over it. The leather is dear and the gentleman hot-tempered. We must make no mistakes. Come, your eye is truer and your hands have become nimbler than mine, so take this measure and cut out the boots. I'll finish off the sewing of the vamps."

(21) Messenger.—"Good day."
Martin.—"Good day, what can we do for you?"
Messenger.—"My mistress has sent me about the boots."

Martin.—" What about the boots ? "
Messenger.—" Why, my master no longer needs them. He is dead."
Martin.—" Is it possible ? "

(22) God said, "Go, take the mother's soul and learn three truths: Learn what dwells in man, what is not given to man, and what men live by. When thou hast learnt these things, thou shall return to heaven."

(23) He.—" Look here, shoe-maker, do you see this leather ? "
Shoe-maker.—" Yes, your honour."
He.—" But do you know what sort of leather is it ? "
Shoe-maker.—" It is good leather."
He.—" Good indeed! It is English, and costs twenty shillings."
Shoe-maker.—" Where should I ever see leather like that ? "
He.—" Just so! Now can you make it into boots for me ? "
Shoe-maker.—" Yes, Your Excellency, I can."

(24) Hamid said, " Well Rashid, if you don't wish to talk about yourself, that's your own affair; but you'll have to earn a living for yourself. If you will work as I tell you, I will give you food and shelter."

(25) She.—" Where are you from ? "
He —" I am a stranger in these parts."
She.—" But how did you come to be on the road."
He.—" I may not tell."
She.—" Did somebody rob you ? "
He.—" God punished me."
She.—" And you were lying there naked."
He.—" Yes, naked and freezing."

(26) Ellenborough told Wellington, " I earnestly hope, nothing may compel us to cross the Sutlej, and that we may have no attack to

repel till November, 1845. I shall then be prepared for anything. In the meantime we shall do all we can in a quiet way to strengthen ourselves......We are altogether very ill-provided with officers for the high commands The whole army requires a great deal of training and I am satisfied the eighteen months I ask are not more than enough to make it what it ought to be."

(27) Matrena said, "How can I help being fond of them? I fed them both at my own breast. I had a child of my own, but God took him. I was not as fond of him as I now am of them."

(28) Granny said, "You're this!" and "you are that!" and "you are a thief!" and "you're a slut!" and "you're starving your old father-in-law to death!" and "you are good for nothing!"

(29) Arthur.—"Ah! to-night is the time to escape."
Cecil.—"How can we escape? We don't even know the way."
Arthur.—"I know the way."
Cecil.—"Even if you do, we can't reach the fort in one night."

(30) Mohinder said, "We never saw anything of it. The Lord be thanked, our own hens started laying long ago. We collect our own eggs and have no need of other people's! And we don't go looking for eggs in other people's yards, my girl!"

(31) "I never pulled his beard," he said: "He pulled the hair out himself. But his son tore my shirt and burst all its fastenings. Look at it!"

(32) Nand said, "I haven't said anything. Flog me, since you have the power. It seems that I alone am to suffer, and all for being in the right, while he is allowed to do as he likes."

(33) "A bad business," he said, "you are doing wrong, Ivan! It's very bad, not so much for

him as for yourself! Well, they'll flog him, but will that do you any good?"

(34) Father.—" Perhaps the spider has a reason for choosing this place for his web. Here is another one, right over these flowers. Let us look at it"

Son.—" Look, father! There's a fly just flown right into it, and it can't get out. It keeps struggling, but it's of no use."

(35) The old woman said, "We don't know whether it was a man or an angel from God. He loved us all, pitied us all, and went away without telling us his name, so that we don't even know whom to pray for. I can see it all before me now. There I lay waiting for death, when in comes a bald-headed old man. He was not anything much to look at and he asked for a drink of water. I, sinner that I am, thought to myself: 'What does he come prowling about here for? And just think what he did! As soon as he saw us, he set down his bag, on this very spot, and untied it.'"

(36) "Well," thought he, "it is no use trying to cross the sea with this. If I beg my way, it may be worse than not going at all. Friend Efrim will get to Jerusalem without me and will place a candle at the shrine in my name. As for me, I'm afraid I shall never fulfil my vow in this life. I must be thankful it was made to a merciful Master and to one who pardons sinners."

(37) Father.—Have you finished your lesson, Sushil?

Sushil.—No father.

Father.—Why not, my son?

Sushil.—Because it is so difficult, father, I am sure I shall never learn it. Besides, I could not remember it, after I had learnt it; my memory is so bad.

Father.—If I were to promise you a holiday on the third of the next month, do you think you would forget the date ?
Sushil.—No, I am pretty sure, that I shall not.

(38) The queen said to the knight, " Prosper in this as you have always done. Some day you will meet a lady whom you will love. When that happens, bring her to court, and even though she may be a beggar-maid I will give her a dress, which shall make her glorious as the sun." (P. U. 1918)

(39) " You need not try to hatch out any mischief," said he, " if you denounce me, it is simply your duty and the Republic will pay you nothing for it ; on the other hand, since it is not the custom to do anything for nothing in this world, I shall give you fifty thousand francs in return for your assistance." (P. U. 1922)

(40) " This is Hari," said Rattan Lal, " I left my books in his charge when I went to the school tuck-shop to have a drink. When I came back, I found my Algebra gone."

" Why did you not leave the books with the monitor," enquired the schoolmaster.

"Sir, it was vacant period. We had been asked to sit in the classroom, and work quietly. I could not see the monitor anywhere."

" What have you to say, Hari ? Have you taken any of his books ? " said the teacher to Hari.

" No, sir, I have not, I was busy with my own work. Rattan Lal left the books with me. But I did not see what they were. Nobody even touched his books while he was away."

" I shall send both of you to the Head Master. Monitor, take both Hari and Rattan Lal to the Head Master."

Supposing you were the monitor, how would you report the conversation given above to the Head Master ? (P. U. 1928)

(41) "I am not in favour of all this folly of yours," said Jones. "You ought to be ashamed of yourself for behaving in this manner now. We are faced with a more difficult problem than we had to solve for some time."
"I shall act as I choose," retorted Smith, "I may not have your brains, but I have more than your courage. These are indeed difficult times, but it is a bad workman who quarrels with his tools. Let us face it as best as we can, and all will be well." (P. U. 1933)

II. Convert back into **Direct** form of speech :—

(1) After John had gone, my father asked me whether I could think of anything that could give pleasure to the lad.
(2) He said that his mother was just then absent from home, but that I should not on that account defer my visit, as she would, without doubt, return in a few days.
(3) The soldiers told him that they should slay him for the very reason that he was a trumpeter for though he did not kill any one himself, he incited others to do so.
(4) The young officer said that he was as old as the Prime Minister of England and thought himself as capable of commanding a ship as that Minister was of governing a state.
(5) I asked him how he dared disobey my orders and whether he did not deserve to be punished. He replied he was sorry he had offended me and hoped I would forgive him.
(6) He told me that he couldn't say that he had had much experience but he had passed all the tests and could satisfy me with regard to his character.
(7) The father wrote to his son saying that if he allowed him to come and stay with him for the holidays, it would only be on the understanding that he lived there very quietly. He added that he was not a rich man and that

when he had paid his school fees, very little was left beyond what he needed for ordinary living expenses. The father mildly asked his son, therefore, not to be extravagant.

(8) The accused now swore he had not done it; that he had not seen the merchant after they had had tea together; that he had no money except eight thousand francs of his own, and that was not his.

(9) The General cried to his men and exhorted them to go forward and face the foe bravely. It was true, he added, that they were more in numbers than they themselves were, but that did not matter. He further remarked that, if they retreated then, their women would scorn them and they would be branded for ever with the name of cowards.

(10) They said that their homes were then comparatively secure and nothing could harm the wives and children that they had left behind them. Then they enquired if it was not better for them to fall back and defend the mountain passes.

(11) The traveller enquired of the peasant if he could tell him the way to the nearest inn. The peasant replied that he could and asked whether the traveller wanted one in which he could pass the night. The traveller answered that he did not wish to stay there, but only wanted a meal.

(12) The teacher asked Majid what he was doing. He warned him that if he did not attend to the lesson, he would send him to the Head Master and then he would be sorry. He then ordered him to look at the black-board and not to let him catch him playing again. He further remarked that he was the worst boy in the class and that unless he worked very hard for the remainder of that year, he would have no chance of passing the examination.

(13) The following is a report of the speech of a gentleman which he delivered to students. Rewrite it in his own words :—

He told us that the way to success lay through hard work. His own life had been one long struggle against poverty. But at no time had he known real want. 'Work, work, work, til you are too tired to work' had been his motto all his life. When some of us asked him how he kept up his health in that wonderful way, he replied that work is exercise in itself. But we asked him if overwork had not produced any ill-effects on his mind. His answer, accompanied by a smile, was emphatically in the negative. (P. U. 1930)

III. Rewrite the following **Dialogues** in the **Indirect form** :—

(1) "What are you grinning at you fool ?" thundered the gentleman. "You had better look to it that the boots are ready in time."

"They shall be ready in good time," said Michæl.

"Mind it so," said the gentleman, "I need them badly."

(2) "They are not your children and yet you are so fond of them ?"
"How can I help being fond of them ? I fed them at my own breast."
"Then whose children are they, dame ?"
"Well, man, their mother died immediately after their birth."
"You adopted them, didn't you ?"
"Yes."

(3) *A.*—"What is that ? It looks like a pony."
B.—"Yes, it is one. A nice, little brown pony."
A.—"I wonder whom it belongs to."
B.—"The owner is not far off, I suppose."

(4) "You've had the last of the bread and I have none left for to-morrow."
"That does not matter; perhaps we can borrow some from our neighbour," said the husband.
"If we are alive, we shall find something to eat," said the stranger.
"He seems a good man, but does he not tell us who he is?"
"I suppose he has his reasons," replied the husband.

IV. Convert back into **Direct** in the form of a **dialogue**:—

(1) Mohan said he was so glad it was a holiday, for he wanted to go to the market. Dara asked him why he wanted to go to the market. Mohan replied he wanted to buy several things. Dara inquired what he wanted to buy. He said he wanted to buy a cap, a coat and a pair of new shoes.

(2) The son wanted his father to tell him about his visit to Calcutta. The father asked what he should tell him about. The son asked if he had not gone to the zoo when he had been there. The father replied that he had and that it was one of the things he had enjoyed. The son then asked him respectfully to tell him all about that.

(3) The jackal bade good morning to the deer. The deer returned it respectfully. The jackal said what a beautiful animal he was. He also said that he wished to be his friend. The deer agreed and they decided to become friends and to live together.

(4) Saeed asked Surjit what his teacher had been talking to him about the day before. Surjit replied that he had been talking to them about good manners. Saeed asked what he had said to them. The other replied that he had told them that if they wished to be respected they must have good manners.

(5) Narain asked Noor if he could tell him more about railways. Noor asked what he wanted to know. He replied that he wanted to know of what use they were. Noor said that they carried passengers from one place to another. He said he knew that all right, but he wanted to know some other uses of railways.

(6) In a minute one of the men came in to get the table ready, and Ghafoor questioned him about his master. The man thanked God that Ghafoor had come. Ghafoor asked him why he thought so. The man answered very respectfully that they had been starved for the last three months. They would have a chance then of having a little broken meat. Ghafoor thought how cruel some masters were.

V. Rewrite in **Dialogue** form, converting the following report of conversation between the king and his minister into **Direct Form** :—

A king, who had paid a large sum in advance to strangers for the purchase of some horses, told his minister to prepare a list of all the fools in the kingdom. The minister told him that he had done so already, and had placed the king's name at the top of the list. The king, being angry, asked him why he had done so. To which the minister replied that the fact of His Majesty's having given so much money to strangers without knowing where they lived, and of his having paid for his horses before he had seen them, was a clear proof of folly. The king then asked him what he would do if the strangers brought the horses that he had paid for. The minister answered that he would, in that case, strike His Majesty's name off the top of the list of fools and put the strangers' name there in its place.

(P. U. 1931)

CHAPTER XVII

PUNCTUATION AND CAPITALS

[*Punctum* (L.) = a point]

1. In our talk we utter words in groups, taking help of *tone*, *stress*, *pauses* and *gestures*. This makes our meaning clear to those who hear us. We convey to their ears *more than mere words*; as,

> *Without pauses.*—I gave you a knife you remember.
> *With pauses.*—I gave you a knife. You remember?

2. The written word without stops becomes *mute* and *even meaningless*; as,

> While the party was eating a tiger escaped from the zoo appeared on the scene.
> Note the difference it makes with pauses:—
> While the party was eating, a tiger, escaped from the zoo, appeared on the scene.

3. We use points or stops in our writing to make our meaning clear to those who are far away from us.

Punctuation deals with these points or stops. There is a special set of them in English.

4. With respect to their use in a simple, complex or compound sentence, Punctuation marks can be classified as below:—

(1) **External Punctuation**. Used between two independent thoughts, co-ordinate clauses or independent sentences.

(*a*) The Full Stop	(.)
(*b*) The Colon	(:)
(*c*) The Semi- (half) colon	(;)
(*d*) Note of Interrogation	(?)

(2) **Both External and Internal** (common), used in the body of a sentence as well as at the end.

The Note of Exclamation (!)

(3) **Internal Punctuation.** Only used in the body of a sentence.

(*a*) The Comma	(,)	
(*b*) The Dash	(—)	
(*c*) The Hyphen	(-)	between two parts of a compound word.
(*d*) The Apostrophe	(')	
(*e*) The Quotation Marks (single raised commas)	(' ')	used to quote a proverb or others' words.
(*f*) The Inverted Commas or the double raised commas	(" ")	used for report in Direct Speech.
(*g*) The Brackets or the Parentheses	( )	used to enclose explanation of foregoing words.

I. External Punctuation

5. The Full Stop ( ) separates two complete and independent sentences. It is used :—

(*i*) at the end of a statement, command, threat, request, advice, etc. ; as,

Yogendar goes to college every day. (Statement)
Go to college every day, Yogendar. (Behest)

(*ii*) at the end of initial letters standing for words and small abbreviated forms of words ; as,

G.P.O.	= General Post Office.
P.T.O.	= Please Turn Over.
H.M.	= His Majesty, Head Master.
Govt.	= Government.

Jan., Feb. and Sept. = January, February and September.
Esq. = Esquire.
Mr. A. C. Woolner, M.A., Ph.D.

Without dots at the end, the above are mere letters making no sense.

6. **The Note of Interrogation (?)** is used :—

(*i*) to put questions ; as,
Does Yogendar go to college every day?

Note.—A question sentence without question mark is meaningless. Students are seen making this mistake often.

(*ii*) (in newspapers) to insert a heading of the news, the accuracy of which is questioned ; as,
Hitler Fired At ?
Examinations Abolished ?

In the above examples, it is not yet known whether the statements are true or not.

7. **The Colon (:)** is used :—

(*i*) to state a *natural result* of the foregoing statement. They can, otherwise, be separated with full stop or joined with 'and', but correct form of punctuation demands the use of the colon ; as,
It was a dull morning : Lila kept in bed (as a natural consequence of dullness of the weather.)

(*ii*) to state a reason of the first sentence ; as,
The Head Master did not help Kulbir : he does not deserve it.

(*iii*) In the sense of '*the following*' ; as,
We all know the proverb : 'work is worship'.

8. **The Semi-colon (;)** is used between sentences connected by a slight similarity of meaning ; as,
All men must die ; for man is mortal.
Come in ; you can have a turn or two at table tennis.

Co-ordinate clauses only can be separated with this kind of stop.

9. The Note of Exclamation (!) is used after words which express *wonder*, *joy*, *grief*, *anger*, *pity* or *any other sudden and strong feeling*; as,

1. A wonderful hit!
2. What a funny story!
3. Horror! it is the Inchcape Rock!
4. How pitiful is the prisoner's plight!
5. A ruffian! A robber! A murderer! Down with him!

II. Internal Punctuation

Internal punctuation is used only in the body of a simple sentence and between clauses of a complex sentence or even between two parts of a compound word, as the hyphen in forget-me-not, etc.

10. The Comma (,) is the shortest pause or stop between words and words in a sentence. Different writers use it differently, but below are given instances on which most writers agree and where all should learn to use it.

The **Comma** is used :—

(A) To separate single words and phrases, all of the same class (noun, adjective or adverb) :—

(*i*) *To mark off nouns, pronouns or noun phrases coming in series or in apposition*; as,

1. Nouns in Series:
   Duster, chalk and board were kept ready for the lesson.
   Plates, spoons, forks and napkins were neatly arranged on the table.
2. Pronouns and Their Pairs in Series:
   You, he and I have suffered in this bargain.
   He and she, you and I, will do it together.
3. Pairs of Nouns:
   Ladies and gentlemen, boys and girls, all came out in the open to join the feast.
   Pens and pencils, inks and pots, books and papers, all can be had from the stationer's shop.

4. Nominative of Address :
   (1) Courage, brothers, do not stumble.
   (2) Boys, it is time to be up and doing.
5. Noun Phrases:
   For my sake, for humanity's sake, for God's sake, give up gambling.
6. Noun Phrases in Apposition :
   My only child, the lustre of my eyes, the joy of my life and the comfort of my old age, died at twenty-one.
7. Participial Phrases:
   Broken down by toil, he wanted to take rest.
   Ahmed, not finding his brother anywhere, went to the police station to make a report.
8. Nominative Absolute:
   Health permitting, I shall put in hard work this year.
   The sun having set, the farmer drove his cattle home.
9. Dates of the month are separated from dates of the year by comma ; as,
   March 10, 1939. July 28, 1939.
10. Names of residences, names of streets or roads and of towns, districts and provinces are separated by commas ; as,
    (*a*) No. 37, The Mall, Lahore.
    (*b*) Sundar Street, Dinga,
    District Gujrat,
    Punjab.

(*ii*) *To mark off single adjectives, their pairs and adjectival phrases occurring in series* ; as,

1. Adjectives and Their Pairs in Series :
   I found my servant true, faithful and diligent.
   She kept her home neat and clean, smart and tidy.
2. Adjectival Phrases:
   Tagore is a man of noble birth, of good breeding and of great ability.
   Fearless in fight, he rushed to the front line.

Difficult of approach, Everest defies all climbers.
Tired of the tick-ticking in his bedroom, he stopped the clock.

(*iii*) *To mark off single adverbs, their pairs and adverbial phrases.*

1. Single Adverbs:
Udmi did this work earnestly, honestly and diligently.
Well, it is not soldiers' part to reason why.
Indeed, virtue brings its own reward.
Trust no future, however pleasant.

2. Pairs of Adverbs:
Coolly and calmly, carefully and cautiously he replied to every question of the magistrate.

3. Adverbial Phrases:
He should pay, at least, the cost price.
Of course, I am sure of success.
I find him, on the whole, a gentleman.
The same with other phrases like *all the same, in short*, etc.

(B) To separate certain clauses in a Complex sentence.

1. *The Noun Clause.*

(*a*) When it is object to a verb and comes before the Principal; as,
What he thinks of his future, no one knows.
What he says, he believes.

(*b*) When more than two clauses, object to the same verb, come in series; as,
Where he was born, when he was born and how he was brought up, no one knows.

(*c*) When it comes as a Direct quotation after the reporting verb; as,
The old man said, "I am leaving behind a rich treasure buried deep under your fields."
Or, it may be split in two parts as follows:
"I am leaving behind," said the old man, "a rich treasure buried deep under your fields."

2. *The Adjectival Clause.*
He, who has love, is in God.
'Who', in **continuative** sense also takes a comma before it ; as,
The boy, *who* (=and he) is limping, got hurt in a hockey match.
But 'who' or 'which' does not take a comma before it when used in **restrictive** sense ; as,
God helps those who help themselves.
This is the book which I recommended to you.

3. *The Adverbial Clause of Reason or Cause.*
When it comes before the Principal ; as,
As he was not there, I made over his bicycle to his uncle.
Since they are not turning up, let us start work.

4. *The Adverbial Clause of Time*, coming before its Principal ; as,
Whenever you are in difficulty, you should pray.
But not in cases like the following :—
While you are in Rome do as the Romans do.

5. *The Adverbial Clause of Condition,* coming after the Principal ; as,
If you run, I will shoot you.
Had it not been raining, I could have come in time.
Provided that you be honest, you will go far in life.
Unless I help myself, how can others help me ?

11. The Dash (—).—It is a bit longer stop than the comma, but it is only used to mark off a period coming between two parts of a statement. We can also use brackets or the **parentheses** (   ) in its place.

Abou Ben Adham—may his tribe increase—awoke one night from a deep dream of peace ; *or*

Abou Ben Adham (may his tribe increase) awoke one night from a deep dream of peace.

The statement is : Abou Ben Adham awoke one night from a deep dream of peace. '*May his tribe increase*' comes in as a Parenthesis.

Sometimes the sense of parentheses or dashes is expressed by commas.

Note the following three sentences :—

Only if I had worked, as I thought I would, I could have done better ; *or*

Only if I had worked (as I thought I would), I could have done better ; *or*

Only if I had worked—as I thought I would—I could have done better.

Note.—It is better to use commas. Parentheses and the Dash should only be noted for reference.

12. The Hyphen (-).—It is a small dash in size and is used only in compound words ; as,

Good-for-nothing fellow ; touch-me-not flower ; wait-a-bit thorn ; merry-go-lucky fellow ; commander-in-chief ; father-in-law ; silk-worm; hand-loom, etc.

13. The Apostrophe (') is used :—

(*i*) to form the *possessive case* of nouns, only when they are names of living things, nouns denoting time and distance and abstract nouns coming before the word *sake* ; as,

Horse's tail, a minute's rest, four miles' distance, for pleasure's sake.

(*ii*) to form the *plurals of letters ;* as,

Cross your t's and dot your i's carefully. B.A.'s, B.Sc.'s, M.L.A.'s, etc.

(*iii*) to form the *plurals of figures* ; as,

Cross all the 3's in the given sum.

Only 16's can compete in this race.

(*iv*) to mark off *omissions of letters* in words ; as,

'Tis (it is) a lesson you should heed.

I'll (I will) help you.

I've (I have) done it.

14. Quotation marks (' ').—Single raised commas are used to mark off a proverb, a saying or words from the speech of another ; as,

' Peace at any cost ' is the cry of England.

' Judge not others that ye may not be judged ', says the Bible.

'Dust thou art and to dust returnest' was not spoken of the soul.

15. **Inverted Commas** (" ").—Double raised commas are used to mark off the *Direct* report of the words uttered by any speaker; as,

"Be merciful, Shylock. Take the money and bid me tear the bond," said Portia.

"Listen to me and I will tell you how to rear silk-worms," said the teacher.

THE USE OF CAPITALS

16. **Capital letters are used** :—

(1) to begin the first word of every new sentence;

(2) to begin the first word of every new line of poetry; as,

If, at first, you don't succeed,
Try, try, try again.

(3) to begin *proper nouns* and *adjectives* formed from them; as,

India, Indians; Tropics, Tropical; Japan, Japanese; Pole, Polar.

(4) to write the *pronoun I* and the *interjection O*;

(5) to write all *nouns* and *pronouns referring to God*; as,

The Almighty, the Heavenly Father, Mother of the Universe, the Lord, His will. 'Thy will be done, O Lord!'

(6) *to write titles;* as,

Diwan Bahadur S. P. Singha.
Khan Bahadur Sheikh Nur Elahi.
Knight Commander of the Star of India (K.C.S.I.).

(7) to begin the *names of important historical events;* as,

The Swadeshi Movement; The Reformation; The Second Sikh War; Rural Uplift.

(8) to begin all *important words in the headings* of stories and essays; as,

An Indian Village; My Daily Programme; A Typical Day in My Life; How to Polish Shoes; The Camel and the Rat, etc.

(9) to write the *names of clubs and associations;* as,
The Science Club; The Debating Club; The Teachers' Association; The Geographical Association; The Legislative Assembly; The Punjab Cabinet.

(10) to begin the *names of newspapers, magazines and books*, etc.; as,
The Tribune; The Civil and Military Gazette; The Adbi Dunya; The Students' Own Magazine; Book of Golden Deeds; High School Algebra.

(11) to *name high ranks;* as,
The Premier; The Minister for Education; The Deputy Commissioner.

(12) to write the *names of the days of the week* and of the *months of the year;* as,
Sunday, Wednesday.
August, December.

(13) to begin *names of religions;* as,
Hinduism; Islam; Sikhism; Christianity.

(14) to begin the *first word of a speech within inverted commas* in Direct Speech; as,
The village headman said, "Come out with spades; let us fill all pits near our houses."
But in a speech broken in two parts, the part following does not begin with a capital letter; as,
"Listen to me, boys," said the teacher, "to-day I will teach you how to rear silk-worms."

Exercise 50

I. Rewrite the following sentences, inserting commas where necessary:—

(1) All that I am all that I hope to be I owe to my spiritual guide.

(2) Rustam come at five in the evening and we shall have a talk.

(3) Men women and children all assembled in the street to enjoy the fun.

(4) "You can take the fort" the queen said "before passing the walls."
(5) Although you are intelligent you would not be able to solve this problem.
(6) During the time of the Great War India served Great Britain with men money and material.
(7) In one word he is a scholar.
(8) Give him an inch he will take an ell.
(9) Try to be just straightforward as well as courteous in your dealings with others.
(10) "Don't weep lad tell me your woeful tale."
(11) Here is a problem which has surprised many a great thinker.
(12) The speaker having got up the audience became attentive.
(13) The caravan weary as it was reaching its destination ate drank and enjoyed.
(14) Waste not want not.
(15) Great men are born not made.
(16) Where he was born when he was born how he was bred up history does not tell us.
(17) Deceive others and you yourself are the worst deceived.
(18) No no it is never safe to bluff.
(19) The jungle track having been covered they came out in the cultivated fields.
(20) Give me a winding road before me and three hours' march to dinner then see how I run I leap and jump for joy.

II. Put the *proper mark of punctuation* in the following sentences where necessary :—

(1) You are a careless boy Charles said to his son you have not yet commenced study while the examination is at hand.
(2) One night the old men stopped in a small village they bought fifteen pounds of bread slept there and started before sunrise to get well on their way before the heat of the day.

(3) He had plenty to do for he worked well used good material did not charge too much and could be relied on.

(4) The man did not look like a rogue and spoke gently but yet he gave no account of himself.

(5) And to his surprise it really was a man alive or dead sitting naked leaning motionless against the shrine.

(6) He has no money therefore he will sell away his property to look after his dependants.

(7) No doubt he works very hard nevertheless he is not fit to become a great man.

(8) He who raises himself he said shall be humbled and he who humbles himself shall be raised.

(9) You see friend last night I was reading the Gospel about Christ the Lord how he suffered and how he walked on earth.

(10) He waited and waited had a short sleep woke up again and again sat up waiting but his friend did not come.

(11) Why don't you give up that bad habit said he the evil habit is stronger than I am she said.

(12) Give up your studies or it will tell very heavily on your health.

(13) Virtue brings wisdom and from wisdom we get prosperity.

(14) He took out the tea-pot too but the tea was not yet ready so he spread a cloth on the table and served only the fruits and biscuits.

(15) Not wishing to be known by any one he made a circuit to avoid the village and walked quickly homeward.

III. Punctuate the following, using capital letters and quotation marks where necessary :—

(1) he sat and sat and his mouth kept watering but instead of offering him any the host only uttered i cannot find drink for everyone who comes along

(2) keep this ring with you said the stranger to the owner of the inn and it will help you in the time of trouble
(3) we shall not be led by one who has betrayed once was the reply
(4) the clergyman said to the judge if this boy should be whipped for stealing an apple what should be done to us for our sins
(5) you may subscribe any amount said i but i shall think twice before i offer a single penny
(6) dont quarrel among yourselves after my death said the father to his four sons and then the old man passed away
(7) all is not gold as the proverb says that glitters
(8) no no madam it is below the cost price said the merchant to the lady
(9) as they went along henry said to him and where are you from i am a stranger here came the reply
(10) shakespeare says uneasy lies the head that wears the crown
(11) keep your tongue still my friend said he dont rely on your false friends they will all leave you when the question of help will arise
(12) we must wait he said this year has turned out a hard one for me i started building this small hut thinking it would cost me something over a hundred rupees and now it is getting on for three hundred and it is still not finished
(13) dear master said the servant dont be angry this time and i will not commit such like fault in future
(14) some said they ought to be sent farther into the mountains but the old man said they must be killed
(15) an ordinary ploughman bound by british law would not even today tolerate a girl freely talking to a man of doubtful character and not seldom on a mere suspicion would a murder be committed to save the honour of the family

(16) help help the drowning man cried but to his misfortune there passed by none to save him
(17) the hunter was about to shoot the helpless bird but it was against the dictates of providence and there appeared a snake who bit the hunter and thus the bird was saved
(18) the grandmother asked me to write a letter to dear father and in that letter i was asked to write certain complaints against myself i wrote as i was dictated but addressed it wrongly so that it should not reach its destination
(19) well thought he i will walk another thirty steps and then turn in among the trees and sit down
(20) no my good woman i am neither their mother nor any relation to them they were quite strangers to me but i adopted them
(21) everything was going on well all the work had been done nothing neglected and all were living in peace
(22) while she was doing this a boy in a torn cap ran up snatched an apple out of the basket and tried to slip away but the old woman noticed it and turning caught the boy by his sleeve
(23) it will all be yours said he but there is one condition if you dont return on the same day to the spot where you started your money is lost
(24) he sat down and ate some bread and drank some water but he did not lie down thinking that if he did he might fall asleep

IV. Punctuate the following, inserting capital letters where necessary:—

(1) the principal however decided to expel the students who had created a great disturbance in the last meeting
(2) a party of merchants having set everything right set out on its journey by dawn
(3) rana partap a great warrior when defeated by his enemy took a solemn vow not to lead a life of comfort so long as his kingdom was not won back

(4) the condition of the patient which had been very satisfactory for the last few days took a serious turn within a few hours

(5) early to bed and early to rise makes a man healthy wealthy and wise

(6) my brother will go in for medicine and i for law

(7) well friend he said why dont you ride if you think it is so pleasant i am forced to walk as i have to carry this lump on my shoulder was the reply

(8) the merchant said to the servant tomorrow either you or i will have something new what is that said he the master replied either you will have a new watch or i will have a new clerk

(9) come o death to me where you are hid well what do you want who are you i am death please just help me lift this bundle of sticks that is all

(10) who is the man you speak of asked rustam leaving his seat buttoning up his coat and moving towards the door

(11) by the by my dear old people cried quicksilver with the loveliest look of fun and mischief in his eyes where is this same village that you talk about on which side of us does it lie methinks i do not see it hereabouts

(12) one morning as the sun was setting a wolf watched his own shadow growing longer and longer what a great animal i am said the wolf to himself how foolish i am to be afraid of the lion whom they call the king of the beasts

(13) the master of the horse exclaimed my lord a friend is in the stable what means this folly said the baron i willingly endure your displeasure what i have said is quite true was the reply you frightened fool said the baron is my horse sick or injured

(14) who is this col brandon is he a man of fortune yes he has very good property in dorsetshire i am glad of it he seems a most gentlemanlike man and will make a good husband for ellis o my brother what do you mean

(15) are you ill miss dorothy you seem low you do not speak sure you are not unwell i never was in better health i am glad of it with all my heart but really you did not look so i should be very sorry to have you ill you that have been the greatest comfort to me

(16) she said i heard a very touching story yesterday a true one too he asked excitedly what was it do tell it to me she replied one of the nurses of the hospital was telling my brother about one of her patients a little girl who would be kept in bed for so long she is very poor her mother is a widow with three girls younger than herself

(17) the morning came but my servant came not the doors were all open the water was not drawn from the well my servant had been out all night my morning meal was not ready as the hours passed by my anger grew and i devised hard punishments for him at last he came late in the morning and he bowed low i called out angrily go forth from my presence and never show me your face again he looked at me and remained silent and then said in a low husky voice my little daughter expired last night and without another word he went to his daily task

CHAPTER XVIII

THE STOCK OF WORDS

1. Words have been dropping into the English language from time to time in the history of the nation.

They can be divided into two classes :—

(1) **Simple** words of one syllable which cannot be reduced to a simpler form ; as, *come*, *sit*, *ink*, *drink*, *black*, *pot*, *board*. Such words are called **Roots**. They are mostly from the Anglo-Saxon stock.

(2) **Derived** words. They are formed in the following **three** ways :—

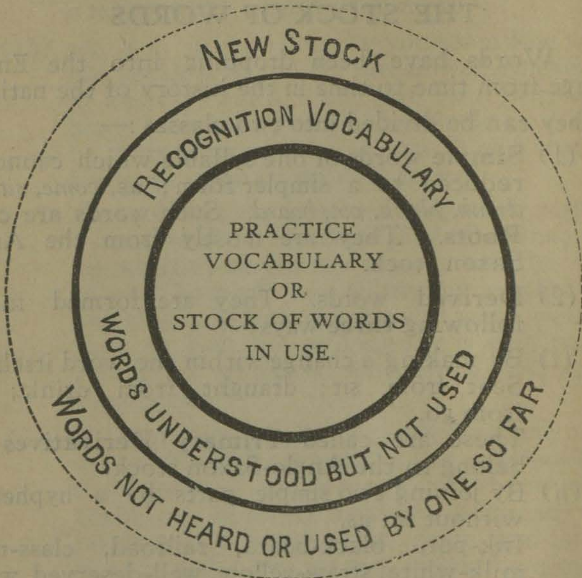
(*i*) By making a change within the word itself ; as, Seat from sit ; draught from drink ; gait from go.
These are called **Primary Derivatives** and belong to the Anglo-Saxon stock.

(*ii*) By joining two simple parts by a hyphen or without it ; as,
Ink-pot, black-board, railroad, class-mate, milk-white, straw-yellow, well-deserved, white-wash, earmark.
These are called **Compound** words.

(*iii*) By adding a **Prefix** before a word or a **Suffix** at the end of it, or even both ; as,
Ad + verb, Pro + noun, short + en, joy + ful, super + intend + ent.
These come mostly from three languages, namely, *French*, *Latin* and *Greek*. A few come from *Arabic* as well.

2. Now there are some words that a student knows well, and can use them in their true shade of meaning. There are others that he understands, but cannot use.

Still others are familiar to his ears but he does not understand them. Many words he has, perhaps, never heard of. The idea can be best represented by the following diagram.



A good student's effort should be to widen his inner circle by overhauling (checking and re-checking) his old stock and adding more into it from the new stock. A wide vocabulary offers greater chances of selecting a fresh word for every fresh idea or thought.

New words first enter our Recognition Stock and then pass on to Practice Stock. The larger the Practice Stock, the more at home with the language is the possessor.

Various methods of enlarging word-stock are given below. Subsequent readings of all the sections will serve as a good overhauling.

3. **Prefixes and Suffixes**. Prefix (*pre*=in the beginning, before) is any syllable which is added in the

beginning of a word. Prefixes modify the meanings of words in various ways. They may be classified as follows :—

(A) Old English or **Anglo-Saxon Prefixes.**

A: One. *A*piece (of the same piece throughout).
A: Up and intensive. *A*rise (rise up), *a*slant (very slanting).
A: On, to. *A*shore (on the shore), *a*sleep, *a*stir.
After: *After*thought, *after*math, *after*care, *after*glow.
Be: (*a*) To make. *Be*calm (to make calm), *be*little. In this sense, it is added to adjectives.
(*b*) All round. *Be*set, *be*siege, *be*dew.
(*c*) About. *Be*side, *be*fore (about the fore or front part).
(*d*) To make transitive verbs; as, *be*friend (to make a friend of), *be*guile.
By: Near, beside. *By*-product, *by*-path (a side path), *by*stander.
Down: *Down*pour, *down*fall, *down*-set.
Fore: *Fore*warn (warn beforehand), *fore*front, *fore*thought.
In: *In*come, *in*road.
Mis: Wrongly. *Mis*take (take or understand in wrong light), *mis*fit, *mis*fire.
Off: *Off*hand (extempore, without previous preparation), *off*handed [(manner), abrupt, without forethought], *off*side, *off*spring.
On: *On*slaught, *on*looker, *on*rush.
Out: Out or excess. *Out*grow, *out*do, *out*shine.
Over: Above, across. *Over*power, *over*seas, *over*look, *over*rule, *over*seer.
Un: (*a*) with Verbs: *Un*tie, *un*do, *un*roll, *un*wind.
(*b*) with Adverbs: *Un*fairly, *un*afraid.
(*c*) with Adjectives: *Un*true, *un*worthy, *un*able.
(*d*) with Participles: *Un*woven, *un*spun, *un*tiring.
Under: Beneath. *Under*hand, *under*rate, *under*bid.

Well: In good state. *Wel*fare, *wel*come.
With: Against. *With*stand, *with*draw, *with*hold.

(B) French Prefixes.

En, em: In, on. *En*close, *en*throne, *em*power.
Sur: Over and above. *Sur*+vive (*vivere*, to live), *sur*vey (see from above).

(C) Latin Prefixes.

A, ab, abs: Away, from, off, not. *A*bsent (off or away from office, school or college), *a*part.
Ad: To. *Ad*minister, *ad*join.
Ante: Before, in front of. *Ante*chamber, *ante*cedent.
Bi: Two. *Bi*cycle, *bi*sect, *bi*ped.
Circum: Round. *Circum*navigate, *circum*spect, *circum*cise.
Cis: On this side of. *Cis*-Khaiber territory.
Contra, contro: Against. *Contra*dict, *contro*versy.
De: From. *De*part, *de*cide (settle about).
Down. *De*fame, *de*generate, *de*throne.
Dis: Not. *Dis*satisfy.
Away. *Dis*pel (spell away), *dis*perse.
Ex, e: Out. *Ex*-King Edward VIII, *ex*-head master.
Extra: More than, outside. *Extra*-special, *extra*ordinary.
In: Into. *In*sert (place into), *in*ject, *in*take.
In, im: Not. *In*experienced, *im*proper, *im*partial, *im*pious.
Inter: Between. *Inter*caste (between caste and caste).
Non: Not. *Non*sense, *non*science.
Per: All over. *Per*vade.
For the worse. *Per*vert.
Post: After. *Post*-matric course, *post*-dated letter.
Re: Again. *Re*write, *re*vise, *re*consider.
Back. *Re*turn, *re*tire.
Retro: Back again. *Retro*gress (go back again).
Sub: Under. *Sub*scribe (to write under as one puts one's name to a letter), *sub*ordinate, *Sub*-Inspector.

Super: Above. *Super*-impose.
Over. *Super*intendent.
Trans: Across, on the other side. *Trans*cribe, *trans*fer, *trans*mit (send across).
Tri: Three. *Tri*angle, *tri*sect, *tri*dent.

(D) Some **Latin Nouns, Adjectives** and **Adverbs** used as **Prefixes.**

Anima: Breath. *Anim*ate, *anim*al.
Bene: Well. *Bene*fit, *bene*diction (blessing).
Fortis: Strong. Aqua *fortis* (in Chemistry), *forti*fy, *forti*tude.
Gratus: Pleasing. *Grati*fy.
Magnum: Great. *Magn*ify, *magn*animous.
Male, Mal: Badly. *Male*factor, *mal*content, *mal*-treatment, *mal*administration.
Mort: Death. *Mort*ify, *mort*al.
Vita: Life. *Vit*amin, *vit*al, *vita*lity.

(E) Common Greek Prefixes.

A, an: Not, without. *An*archy (want of government).
Anti: Opposite. *Anti*malaria steps.
Auto: Self. *Auto*biography.
Bio: Life. *Bio*graphy.
Hemi: Half. *Hemi*sphere.
Phone: Sound. *Phono*graph.
Tele: Far. *Tele*vision, *tele*graph, *tele*pathy.

(F) Arabic Prefixes.

Al: *Al*cohol.
Al+jebr: (Union of broken parts). *Al*gebra.
Al+qaliy: Burnt ashes. *Al*kali.
Al+iqsir: Very efficacious. *El*ixir (heavenly water).

4. **Suffixes.** Suffixes are added at the end of words to alter their meanings. They may be classified as follows:—

(A) For building Nouns.

1. *Of* **English** *origin*:
-ful: Hand*ful*, pocket*ful*, mouth*ful*.
-le: Bund*le*, mudd*le*.
-ster: Young*ster*.
-th: Tru*th*, dea*th*, heal*th*, weal*th*.

2. *Of* **French** *origin*:

-ade : Lemon*ade*, barric*ade*, brig*ade*.
-age : Marri*age*, post*age*, broker*age*.
-ician : Polit*ician*, Mathemat*ician*.
-ion : Battal*ion*, opin*ion* (opine + ion), min*ion* (min = small).
-ique : Phys*ique*, commun*ique*.
-ry : Sund*ry*, jewel*ry*, past*ry*, poet*ry*.
-ure : Punct*ure*, pict*ure*, fixt*ure*, feat*ure*, past*ure*.
-y : Duch*y*, monarch*y*.

3. *Of* **Latin** *origin* :

-al : Mor*al*, anim*al*, withdraw*al*.
-ium : Stad*ium*, med*ium*, gymnas*ium*, harmon*ium*.
-ary : Secret*ary* (secret + ary), vision*ary*.
-ment : Treat*ment*, better*ment*, govern*ment*.

4. *Of* **Greek** *origin* :

-gram : Mono*gram*, ana*gram*.
-logy : Bio*logy*, Physio*logy*, Philo*logy*.

(B) For making Adjectives.

1. *From pure* **English** *stock* :
-ern South*ern*, West*ern*.
-fold : Four*fold*, mani*fold*.
-ful : Wil*ful*, joy*ful* (full of joy), piti*ful*.
-ish : Boy*ish* (used in bad sense), styl*ish*, fopp*ish*, woman*ish*.
-ly : added to *nouns* it generally gives adjectives with only a few exceptions; as, kind*ly*, dai*ly* (both Adv. and Adj.), man*ly*, king*ly*, queen*ly*, soldier*ly*, year*ly*. As a general rule adverbs are formed by adding *ly* to adjectives.
-some : Hand*some*, grue*some*.
-worthy : Praise*worthy*, note*worthy*.

2. *From* **French** *stock* :
-ant : Defi*ant*, gall*ant*, buoy*ant*.
-ous : (full of) Danger*ous*, joy*ous*, glori*ous*.

3. *From* **Latin** *stock* :
-able : Piti*able*, fashion*able*.
-ble : Dou*ble*, tre*ble*.

-ible : Forc*ible*, tang*ible*, flex*ible*.
-al, ial : Foc*al*, dent*al*, ment*al*, medic*al*, soc*ial*, rac*ial*,
-ar : Tabul*ar*, regul*ar*, lun*ar*, popul*ar*.
-ary : Mission*ary*, advers*ary*, moment*ary*.
-atic : Lun*atic*, prism*atic*.
-ent : Consist*ent*, corpul*ent*.
-fic : Scienti*fic*, paci*fic*, proli*fic*, terri*fic*.

4. *From* **Greek** *stock* :

-ac : Mani*ac*.
-al : Coloss*al*.
-ic : Athlet*ic*, pneumat*ic*, gigant*ic*.

(C) Verb-building Suffixes.

-ate : Tabul*ate*, puls*ate*, amalgam*ate*, eman*ate*, contamin*ate*, formul*ate*, aer*ate*.
-ise : Central*ise*, advert*ise*, dramat*ise*, real*ise*.
-ish : Publ*ish*, brand*ish*.
-en : (added to adjectives generally it makes causative verbs). Deep*en* (to make deep), flatt*en* (to make flat), fast*en* (to make fast or firm).
-fy : Glori*fy*, simpli*fy*, paci*fy*.
-en : List*en*, happ*en* (Intransitive Verbs).

(D) Adverb Suffixes.

-ly : As already explained, when -ly is added to adjectives only, it gives us adverbs, (kindly, daily are exceptions). Equal*ly*, playful*ly*, surprising*ly*, marked*ly*.
-es, s : Besid*es*, need*s*.
-fold : (Different from the one that makes adjectives) Blind*fold*.
-long : Life*long*, age*long*, side*long*.
-ward, -wards : Home*ward*, river*ward*, to*wards*, up*wards*.
-wise : Like*wise*, length*wise*, cross*wise*.

In the next chapter, which deals with the formation of different parts of speech from nouns, adjectives and adverbs, the student will find a good scope for the revision of the rules explained above.

CHAPTER XIX

TRANSFORMATION OF PARTS OF SPEECH

In this chapter, we shall deal with the formation of different parts of speech. At the first reading some words may seem difficult to the student. Those should be marked with pencil dots, put alongside. This will mark them off for the second reading.

In the case of verb lists, *i* indicates that the verb is Intransitive and *i, t* indicates that it is both Transitive and Intransitive. In such a case, some of the verbs are likely to have different meanings in transitive and intransitive senses. The scholar had better construct sentences to bring out the sense in each case.

Those *unmarked* are only Transitive.

I. Formation of Verbs from Nouns

Nouns	*Verbs*	*Nouns*	*Verbs*
Access	accede *i*	Cage	encage
Accession	accede *i*	Calf	calve *i*
Advice	advise	Camp	encamp *i*
Air	aerify, aerate	Centre	concentrate
Apology	apologize *i*	Cipher	decipher
Bath	bathe	Circle	encircle
Battle	embattle	Class	classify
Beauty	beautify	Cloth	clothe
Bed	imbed	Cloud	becloud
Belief	believe	Colony	colonize
Black	blacken	Company	accompany
Blood	bleed *i, t*	Courage	encourage
Body	embody	Criticism	criticise *i, t*
Bosom	embosom	Custom	accustom
Brass	braze	Danger	endanger
Breadth	broaden *i, t*	Dew	bedew
Breath	breathe *i, t*	Drop	drip *i*

Nouns	*Verbs*	*Nouns*	*Verbs*
Economy	economise	Monopoly	monopolise
Electricity	electrify	Nation	nationalise
Example	exemplify	Nature	naturalise *i, t*
Fame	defame	Necessity	necessitate
Food	feed *i, t*	Office	officiate *i*
Fool	befool	Origin	originate *i, t*
Force	enforce	Patron	patronize
Fraud	defraud	Peace	pacify
Friend	befriend	Peril	imperil
Fright	frighten	Person	personate
Fruit	fructify *i*		impersonate
Game	gambol *i*	Population	populate
Gas	gasify	Power	empower
Glass	glaze	Practice	practise
Glory	glorify	Price	prize
Gold	gild	Prison	imprison
Grass	graze *i, t*	Red	redden *i, t*
Guile	beguile	Right	rectify
Habit	habituate	Sale	sell *i, t*
Half	halve	Sermon	sermonize
Hand	handle	Shelf	shelve
Harmony	harmonize *i, t*	Slave	enslave
Haste	hasten *i, t*	Snare	ensnare
Head	behead	Society	associate
Health	heal *i, t*	Spark	sparkle *i*
Height	heighten	Speech	speak *i, t*
Heir	inherit	Success	succeed *i*
Horror	horrify	Succession	succeed
Idol	idolize	Sympathy	sympathise *i*
Island	insulate	System	systematise
Joy	enjoy	Table	tabulate
Justice	justify	Tale	tell *i, t*
Knee	kneel *i*	Terror	terrify
Knot	knit	Throne	enthrone
Lion	lionise	Title	entitle
Liquid	liquefy	Tomb	entomb
Magnet	magnetise	Utility	utilize
Mass	amass	Vacancy	vacate
Memory	memorise		evacuate

Nouns	*Verbs*	*Nouns*	*Verbs*
Vapour	evaporate *i*	Vigour	invigorate
Verification	verify	Warp	weave
Verse	versify *i, t*	Web	weave
Vice	vitiate	Weft	weave

II. Formation of Verbs from Adjectives

Adjectives	*Verbs*	*Adjectives*	*Verbs*
Able	enable	Full	fill
Abundant	abound *i*	General	generalize *i, t*
Alien	alienate	Glad	gladden
Base	debase	Hale	heal *i, t*
Bitter	embitter	Hard	harden *i, t*
Bold	embolden	Humble	humiliate
Brief	abbreviate	Just	justify
Broad	broaden *i, t*	Large	enlarge *i, t*
Calm	becalm	Little	belittle
Certain	ascertain	Low	lower
Cheap	cheapen *i, t*	Mad	madden
Civil	civilize	Mean	demean
Clean	cleanse	Moist	moisten
Clear	clarify *i, t*	New	renew
Close	enclose	Noble	ennoble *i, t*
Courage	encourage	Perpetual	perpetuate *i, t*
Dear	endear	Poor	impoverish
Deep	deepen *i, t*	Popular	popularize
Dense	condense *i, t*	Public	publish
Different	differentiate *i, t*	Pure	purify
Double	duplicate	Real	realize
Equal	equalize *i, t*	Rich	enrich
False	falsify	Right	rectify
Familiar	familiarize	Short	shorten
Feeble	enfeeble	Sick	sicken *i, t*
Fertile	fertilize *i, t*	Soft	soften *i, t*
Fine	refine	Special	specialize
Firm	confirm	Specific	specify
Flat	flatten *i, t*	Stable	stabilize *i, t*
Fond	fondle	Strange	estrange
Foul	defile	Stupid	stupefy
Fresh	refresh	Sure	ensure

Adjectives	*Verbs*	*Adjectives*	*Verbs*
Sweet	sweeten	Vile	vilify
Thick	thicken *i*, *t*	White	whiten *i*, *t*
Timid	intimidate	Wide	widen

III. Formation of Nouns from Adjectives

Adjectives	*Nouns*	*Adjectives*	*Nouns*
Able	ability	Humble	humility
Absurd	absurdity	Immense	immensity
Abundant	abundance	Liberal	liberality
Acid	acidity	Local	locality
Active	activity	Long	length
Adequate	adequacy	Loyal	loyalty
Bankrupt	bankruptcy	Moral	morality
Brave	bravery	Mortal	mortality
Brief	brevity	Necessary	necessity
Broad	breadth	Notorious	notoriety
Brutal	brutality	Pious	piety
Busy	busyness	Poor	poverty
Calm	calmness	Popular	popularity
Candid	candour	Prosperous	prosperity
Capable	capability	Public	publicity
Casual	casualty	Pure	purity
Certain	certainty	Rapid	rapidity
Cheap	cheapness	Rare	rarity
Civil	civility	Real	reality
Curious	curiosity	Rigid	rigidity
Double	duplicity	Solid	{ solidarity
Electrical	electricity		{ solidity
Enormous	enormity	Special	speciality
Equal	equality	Stupid	stupidity
Ferocious	ferocity	Subtle	subtlety
Fertile	fertility	Timid	timidity
Fragile	fragility	Uniform	uniformity
Frail	frailty	Vain	vanity
Furious	furiousness	Valid	validity
Gay	gaiety	Various	variety
Generous	generosity	Vital	vitality
Human	humanity	Vulgar	vulgarity

IV. Formation of Nouns from Verbs

Verbs	*Nouns*
Abound	abundance
Accomplish	accomplishment
Acknowledge	acknowledgment
Acquaint	acquaintance
Acquire	acquirement
Acquit	acquittal
Admit	admission
Advise	advice
Amuse	amusement
Apprehend	apprehension
Approve	approval
Bear	birth
Believe	belief
Belong	belongings
Betray	betrayal
Bind	bond
Bite	bit (a small portion)
Bless	bliss; blessing
Break	breakage; breach
Burn	brand
Carry	carriage
Choose	choice
Compel	compulsion
Conceal	concealment
Confer	conference
Confine	confinement
Consume	consumption
Contain	contents
Deal	dole
Deceive	deceit
Decide	decision
Defy	defiance
Deny	denial
Depart	departure
Dig	ditch
Do	deed
Drink	draught
Drive	drove
Enchant	enchantment
Enclose	enclosure
Enthuse	enthusiasm
Envelop	envelope
Exceed	excess
Excel	excellence
Except	exception
Expect	expectation
Feed	food
Float	fleet
Flow	flood
Fly	flight
Furnish	furniture
Gape	gap
Give	gift
Hate	hatred
Hold	hilt
Know	knowledge
Learn	lore; learning
Lend	loan
Lose	loss
Narrate	narration
Obey	obedience
Object	objection
Obstruct	obstruction
Occupy	occupation
Pass	passage
Please	pleasure
Practise	practice
Pretend	pretence

Verbs	*Nouns*
Provide	provision
Quote	quotation
Recede	recess
Rely	reliance
Remain	remainder
Repeat	repetition
Repent	repentance
Respond	response
Reveal	revelation
Seize	seizure
Sit	seat
Slay	slaughter

Verbs	*Nouns*
Sow	seed
Stick	stitch
Strive	strife
Tell	tale
Thieve	thief
Trace	track
Urge	urgency
Wake	{watch wakefulness
Weigh	weight
Write	writ, writing

V. Formation of Adjectives from Nouns

Nouns	*Adjectives*
Access	accessible
Accident	accidental
Account	accountable
Acid	acidic
Advantage	advantageous
Advice	advisable
Affection	affectionate
Air	airy
Ancestor	ancestral
Angel	angelic
Anger	angry
Angle	angular
Authority	authoritative
Autumn	autumnal
Beauty	beautiful
Blood	bloody
Body	bodily
Book	bookish
Boy	boyish
Brass	brazen
Brim	brimful
Brother	brotherly
Brute	brutal
Bush	bushy

Nouns	*Adjectives*
Centre	central
Ceremony	{ceremonial ceremonious
Child	{childlike childish
Chivalry	chivalrous
Clay	clayey
Colony	colonial
Comfort	comfortable
Complaint	plaintive
Contempt	contemptuous
Coward	cowardly
Crime	criminal
Custom	customary
Danger	dangerous
Day	{diurnal daily
Death	deadly
Dew	dewy
Drama	dramatic
Duty	dutiful
Earth	{earthly (mundane) earthen (made of earth)

Nouns	*Adjectives*
Ease	easy
Emperor Empire	imperial
Emphasis	emphatic
Enemy	inimical
Enthusiasm	enthusiastic
Essence	essential
Examination	examinational
Example	exemplary
Fable	fabulous
Face	facial
Faith	faithful
Fancy	fanciful
Fate	fateful
Fault	faulty
Favour	favourable
Feather	feathery
Fire	fiery
Flesh	fleshy
Flower	flowery
Foam	foamy
Focus	focal
Fog	foggy
Fop	foppish
Force	forceful forcible
Fraud	fraudulent
Friend	friendly
Frost	frosty
Fruit	fruitful fruitless
Fun	funny
Fury	furious
Gas	gaseous
Ghost	ghostly
Glass	glassy
Gloom	gloomy
Glory	glorious
God	godly
Gore	gory

Nouns	*Adjectives*
Government	governmental
Grass	grassy
Grief	grievous
Gum	gummy
Habit	habitual
Hand	handy
Haze	hazy
Head	heady
Herb	herbal
Hero	heroic
Home	homely domestic
Honour	honourable honorary
Idiom	idiomatic
Idiot	idiotic
Ignorance	ignorant
Industry	industrious industrial
Influence	influential
Irony	ironical ironic
Island	insular
Jew	Jewish
Joke	jocular
Joy	joyful
Labour	laborious
Lady	ladylike
Law	lawful legal lawless
Leaf	leafy
Licence	licentious
Life	live, life-like lifeless, alive
Limit	limited limitless
Lord	lordly
Love	lovely lovable loving

Nouns	*Adjectives*
Machine	mechanical
Manner	mannerly
Meal	mealy
Medicine	medical medicinal
Memory	memorable
Merchant	mercantile
Merit	meritorious
Metal	metallic
Method	methodical
Miracle	miraculous
Mire	miry
Mirth	mirthful
Moment	momentary momentous
Money	monetary
Mood	moody
Moon	moony, lunar
Muscle	muscular
Music	musical
Mystery	mysterious
Myth	mythical
Name	nominal
Nation	national
Nature	natural
Navy	naval
Need	needy needful needless
Nerve	nervous
Neuter	neutral
Night	nightly nocturnal
Number	numerous numerical
Ocean	oceanic
Office	official officious
Omen	ominous

Nouns	*Adjectives*
Origin	original
Ornament	ornamental
Palace	palatial
Palm	palmy
Pardon	pardonable
Parent	parental
Passion	passionate
Peace	peaceful
Pearl	pearly
People	popular populous
Picture	picturesque pictorial
Play	playful
Poet	poetic poetical
Pole	polar
Policy	politic
Pope	popish
Practice	practical
Price	precious
Pride	proud
Problem	problematic
Prodigy	prodigious
Profit	profitable
Quarrel	quarrelsome querulous
Question	questionable
Rigour	rigorous
Ruin	ruinous
Scene	scenic
Scholar	scholarly scholastic
Science	scientific
Season	seasonal
Seed	seedy
Sense	sensible
Serpent	serpentine

Nouns	*Adjectives*
Service	serviceable
Silk	silken
Silver	silvery
Skin	skinny
Slave	slavish
Smoke	smoky
Soap	soapy
Society	social
Solitude	solitary
Space	spacious
Splendour	splendid
Star	starry
Stone	stony
Storm	stormy
Study	studious
Stuff	stuffy
Sun	sunny solar
Sympathy	sympathetic
System	systematic
Table	tabular
Talk	talkative
Taste	tasty tasteful
Terror	terrible
Thief	thievish
Thirst	thirsty
Thought	thoughtful thoughtless

Nouns	*Adjectives*
Tide	tidal
Title	titular
Touch	touchy
Tribe	tribal
Trifle	trifling
Trouble	troublesome troublous
Tutor	tutorial
Type	typical
Tyranny	tyrannical
Use	usual useless useful
Value	valuable
Velvet	velvety
Verb	verbal
Vice	vicious
Viceroy	viceregal
Vigour	vigorous
Virtue	virtuous
Voice	vocal vociferous
War	warlike
Wave	wavy
Wax	waxen waxy
Week	weekly

VI. Some Foreign Adjectives

Nouns	*Adjectives*
Blood	sanguinary
Body (corpus)	corporeal
Brother	fraternal
Cat	feline
Church	ecclesiastical
City	civic
Cow	bovine
Daughter	filial

Nouns	*Adjectives*
Devil	diabolical
Dog	canine
Eagle	aquiline
Ear	auricular
Earth (terra)	terrestrial
East (orient)	oriental
Egg	oval
End	Final
Eye	ocular

Nouns	*Adjectives*	*Nouns*	*Adjectives*
Father	paternal	Nose	nasal
Flower (flora)	floral	Place (locus)	local
Foot	pedal	Sea	marine
Friend	amicable	Sky (ether)	ethereal
God	divine	Son	filial
Hair	capillary	Spring	vernal
Hand	manual	Tooth	dental
Head	capital	Town	urban
Heaven	celestial	Village	rustic
Hell	infernal	Country	rural
Husband	conjugal	Water	acquatic
King (rex)	royal, regal	Wife	conjugal
		Will	voluntary
Life	vital	Word	verbal
Male	masculine	World	mundane
Man	human	Year	annual
Mother	maternal	Youth	juvenile

VII. Primary Derivatives formed by Internal Change

Conversion of Verbs into Nouns

Verbs	*Nouns*	*Verbs*	*Nouns*
Bear	bier	Gape	gap
Believe	belief	Gird	girth
Bleed	blood	Knit	knot
Break	breach	Lose	loss
Burn	brand	Sell	sale
Choose	choice	Sing	song
Chop	chip	Sit	seat
Deal	dole	Speak	speech
Dig	ditch	Strike	stroke
Drip	drop	Strive	strife
Drive	drove	Tell	tale
Feed	food	Thieve	thief
Float	fleet	Weave	web, warp
Flow	flood		

VIII. Some Interesting Formations of Adjectives

Cool	from	chill (*v.*)
Full	from	fill (*v.*)
Hale	from	heal (*v.*)
Milch	from	milk (*n.*)
Wise	from	wit (*n.*)

IX. Formation of Abstract Nouns

The following examples of formation of Abstract Nouns from other nouns may be noted:—

Nouns	*Abstract Nouns*	*Nouns*	*Abstract Nouns*
Act	action	Lady	ladyship
Beggar	beggary	Lord	lordship
Bond	bondage	Man	manhood
Boy	boyhood	Martyr	martyrdom
Breach	breakage	Nudist	nudism
Chairman	chairmanship	Optimist	optimism
Coin	coinage	Patriot	patriotism
Coward	cowardice	Pessimist	pessimism
Creature	creation	Pilgrim	pilgrimage
Dictator	dictatorship	Politician	politics
Director	directorship	Scholar	scholarship
Friend	friendship	Servant	service
Girl	girlhood	Slave	slavery
Grand	grandeur	Student	studentship
Hooligan	hooliganism	Teacher	teachership
King	kingdom kingship	Widow Woman	widowhood womanhood

X. Diminutives

Diminutive suffixes are of various kinds. Their meaning is *little* in various senses. Some are *affectionate*, while others *contemptuous*. Yet there are some that make quite a *different* sense from the one ordinarily expected; as,

Ankle—anklet. Not a small ankle, but an ornament for an ankle.

Ball—balloon. Balloon is a big ball.

Babe—baby
Dear—darling } To intensify sense of affection.

Eagle—eaglet. Only young one of an eagle.

Poet—poetaster. A sham poet, from a sense of contempt.

Seed—seedling. Not a small seed, but a small plant growing from a seed.

Other important diminutives are :

(*a*) Of **English** origin formed with the help of **-et, -let, -en, -ing, -kin, -le, -ling, -ack, -ie** :

Ball	*bullet*	Leaf	*leaflet*
Book	*booklet*	Maid	*maiden*
Brook	*brooklet*	Man	*manikin*
Bull	*bullock*	Nest	*nestling*
Cadet	*caddie*	Prick	*prickle*
Cat	*kitten*	Ring	*ringlet*
Duck	*duckling*	River	*rivulet*
Hill	*hillock*	Stream	*streamlet*
Lamb	*lambkin*	Weak	*weakling*

(*b*) Of **French** origin formed with the help of **-el, -et, -ette, -oon** :

Ball	*balloon*	Home (Hamel)	*hamlet*
Baron	*Baronet*	Lance	*lancet*
City (Cittade)	*citadel*	Owl	*owlet*
Crown	*coronet*	Table	*tablet*
Dame	*damsel*	Tower	*turret*

(*c*) Of **Latin** origin formed with the help of **-acle, -icle, -ula, -ule, -cule** :

Animalcule (from anima, life).
Article (from artus, limb).
Capsule (from capsa, case).
Globule (from globus, globe).
Icicle (from ice).
Miracle (from mirus, wonderful).
Pinnacle (from pinna, wing).

Exercise 51

I. (*i*) Form Nouns from :—

Knit, wreathe, gild, advise, busy, brutal, foot, gay, grand, liberal, inferior, lame, notorious, prudent, young, receive, true, woman, public, rare, casual, brief, humble, vain, enormous.

(*ii*) Form Adjectives from :—

Adventure, gloom, iron, zeal, week, day, medicine, tribe, limit, renown, peace, hand, girl, black,

house, sleep, Asia, system, wood, north, gold, practice, type, example, money, hero, memory, eat, drama.

(*iii*) Form Verbs from :—

Nation, neuter, glory, class, centre, substance, light, haste, hand, nest, danger, title, bed, body, health, island, fool, head, white, pure, perpetual, civil, dear, sure, bitter, firm, certain, low, secret.

II. Form Abstract Nouns from :—

Act, coward, creature, friend, patriot, teacher, pilgrim, man, true, merry, wise, honesty, real, human, owner.

III. Add to each of the following words a Prefix which reverses the meaning :—

Mortal, ability, quality, sense, responsible, fortune, correct, proper, reparable, locate, potent, grateful, lucky, agree, avoidable, true, do, use, fold.

IV. What force do the following carry? Give words with them to illustrate your answer :—

Re-, mis-, a-, arch-, super-, dis-, anti-, ante-.

V. Bring out the force of Prefixes in the following words :—

Prefix, foretell, bedew, welfare, welcome, outrun, gainsay.

VI. Give the English nouns to which the following foreign adjectives refer :—

Filial, amicable, feline, human, marine, local, rural, manual, celestial.

VII. Give the Nouns of :—

Bear, flow, sit, speak, strike, dig, float, chop, gird and gape.

VIII. Give the Verbs from :—

Knot, loss, loose, strife, choice, breach, dole.

CHAPTER XX

ONE WORD FOR MANY

It pays a writer to use as few words as he possibly can, *i.e.*, to do with one word instead of many. This brings directness in his composition.

Below are given some of the words which can fitly be substituted for the phrases placed against them.

Study this list both ways, first covering the phrases and finding them from the words and next covering the words and working them out from the phrases.

To abolish.—To do away with or to put an end to.
Accountable.—Liable to be called to account.
Afternoon.—The time between noon and evening.
To aggrandise.—To make great.
Ajar.—Partly open.
Allegiance.—Duty of subjects to their sovereign and Government.
Alchemy.—Transmuting baser metals into gold.
Alien.—One residing in a country of which one is not a full-fledged citizen.
Amateur.—One who plays a game for pleasure and not professionally.
Ambulance.—A carriage that follows an army and serves as a movable hospital.
Amputation.—Cutting off of a limb.
Amnesty.—A general pardon for political offenders.
Anarchy.—The want of Government in a State.
Antonym.—A word opposite in meaning to another.
Anonymous.—Anything which does not bear the name of the writer.
To antedate.—To date before the true time.
To anticipate.—To look forward to.

Antipodes.—Those living on the diametrically opposite sides of the globe.
Antidote.—That which is given against anything that would produce bad effects.
Appreciate.—Increase in value or worth.
Archaeology.—A knowledge of ancient arts, customs, etc.
To associate.—To keep company with.
Attentive.—Giving attention.
To audit.—To examine and verify with reference to vouchers.
Audible.—That which can be easily heard.
Autocracy.—An absolute Government by one man.
Autonomy.—A complete control of finances and internal affairs within a small State.
Autobiography.—The life of a person written by himself.
Avaricious.—Inordinately desirous of money.
To behead.—To cut off the head.
Biennial.—(A plant) that lasts two years.
Biped.—An animal with two feet.
To bivouac.—To pass the night in the open air.
Brittle.—Anything liable to be easily broken.
Burglar.—One who breaks into the house by night to steal.
Cannibal.—A person who eats human flesh.
Carnivorous.—An animal living on flesh.
Catalogue.—A list of names, books, etc.
Centenarian.—One who is a hundred years old.
Censure.—Find fault with.
Celibacy.—Complete continence.
To circumnavigate.—To sail round.
Cold.—(A reception) which is wanting in warmth of feeling.
Convalescent.—A person recovering from illness.
Contemporary.—One who lives at the same time.
Coward.—One who lacks courage.
Dawn.—Beginning of the day.
Deadly.—That which is likely to cause death.
Decagon.—A figure with ten sides.

To deceive.—To throw dust in one's eyes.
Depreciate.—Decrease in value or worth.
To despise.—To look down upon.
Disrespectful.—One who does not show proper respect.
Dodecagon.—A figure with twelve sides.
Drawn.—(A match) in which neither party wins.
Eatable.—Anything which is fit to be eaten.
To encourage.—To inspire with courage.
To encounter.—To meet face to face in an encounter.
Equanimous.—Not easily disturbed by sudden misfortune.
Equilibrium.—A state of perfect balance.
Extempore.—Without previous preparation.
Fatal.—That which ends only in death.
Fearful.—That which inspires fear in others.
Foregone.—That which has been arrived at beforehand.
Fratricide.—A murder or murderer of one's own brother.
Graminivorous.—An animal living on grass.
Gratis.—Without payment or recompense.
To handicap.—To place at a disadvantage by some burden or disability.
Heptagon.—A figure with seven sides.
Hexagon.—A figure with six sides.
Hirelings.—Those who serve only for hire.
Homicide.—A murder or murderer of a man.
Honorary.—An office for which no salary is paid.
Illegal.—Contrary to law.
Illegible.—That which cannot be easily read.
Illiterate.—A person who can neither read nor write.
Impracticable.—Anything which cannot be put into practice.
Impregnable.—Incapable of being seized.
Inapplicable.—That which cannot possibly be applied.
Inattentive.—Not giving attention.

Incredible.—A report which cannot be believed.
Indelible.—Incapable of being effaced.
Indescribable.—That which cannot be described adequately.
Ineligible.—Not worthy of being chosen.
Ineffaceable.—(An impression) never to be effaced.
Inestimable.—So high that it cannot even be estimated.
Inevitable.—That which cannot fail to come to pass.
Inexplicable.—That which cannot be explained.
Insoluble.—(A mystery) that cannot be solved.
Insurmountable.—That which cannot be overcome.
Intelligible.—That which can be easily understood.
Invalid.—A person disabled by illness or injury.
Invaluable.—Beyond all price.
Invincible.—Incapable of being conquered.
Invisible.—That which cannot be seen.
Invulnerable.—Incapable of being wounded.
Irreparable.—A loss which can never be repaired.
Irrefutable.—That which cannot be refuted.
Irrevocable.—(A law) that cannot be revoked.
Irritable.—Easily made angry.
To kill.—To make away with.
Laxative.—A medicine tending to loosen the bowels.
Legible.—That which can be easily read.
Lifelong.—That clings to one through life.
Magnanimous.—Much too lofty to harbour petty feelings.
Maiden speech.—A speech that is made for the first time.
Manly.—That which a man ought to possess.
Manuscript.—A paper written by hand.
Matriarchy.—A state in which succession is through women alone.
Matrimony.—State of being married.
Matricide—A murder or a murderer of one's own mother.
Mercenary.—(A motive) of merely getting some money.

Migratory.—(A bird) that moves from place to place.
Monogamy.—Being married only to one person at a time.
Nudist.—One who believes in going naked on all occasions.
Objectionable.—Anything open to objection.
Obsolete.—(Anything) no longer in use.
Occasionally.—From time to time.
Octagon.—A figure with eight sides.
Octogenarian.—One who is eighty years old.
Omnipotent.—One who is all powerful.
Omnipresent.—One who is present everywhere.
Omniscient.—One who has the knowledge of everything.
Optimist.—One who looks too much on the bright side of things.
An orphan.—A child who is without parent(s).
Otherwise.—In another way.
To overlook.—To take no account of.
Panacea.—A remedy for all ills.
Patriarchy.—A state in which succession is through men alone.
Patrimony.—An estate inherited from ancestors.
Patricide.—A murder or a murderer of one's own father.
Parasite.—An animal that lives on another.
Pentagon.—A figure with five sides.
Pessimist.—One who looks too much on the dark side of things.
Pedestrian.—One who goes on foot.
Polygamy.—A plurality of wives.
Polyandry.—Having many husbands at one and the same time.
Posthumous.—(A book) published after the death of its author.
Posthumous.—(A child) born after the death of its father.
To predict.—To declare beforehand.
Propaganda.—Organized schemes of popularising.

Promising.—One who promises to be a great man.
Quadrilateral.—A figure with four sides.
Quadruped.—An animal with four feet.
Regicide.—A murder or a murderer of a king.
To repeat.—To say all over again.
Sensational.—(Something) that creates sensation.
Sinecure.—An office with salary but no work.
Simultaneously.—Anything done at the same time or side by side.
Sleeping partner.—That partner who takes no active share in the management of the business.
Synonym.—A word having the same meaning as another.
Teetotaller.—Total abstainer from all alcoholic drinks.
Transluscent.—Through which the light passes but through which things cannot be observed.
Transparent.—Through which light can pass and things can be observed as well.
Triangle.—A figure with three sides.
Turning-point.—The point upon which a disputed question turns and decides the case.
Twins.—Born together.
Unanimous.—Agreed upon by all men.
Unanimously.—With one voice.
Unavoidable.—That which cannot be avoided.
To undertake.—To take upon oneself.
Uniform.—Without any variation at all.
Unintelligible.—That which cannot be understood.
Unquestionably.—Without or beyond doubt.
Untamable.—That cannot be tamed.
Unsalable.—Anything incapable of being sold.
Unsociable.—Averse to mixing in society.
Vegetarian.—A person who lives on vegetables.
Virginity.—Complete continence on the part of a woman.
Visible.—That which can be seen.
Voluntarily.—Of one's own free will.
To watch.—To keep an eye on.

Some Apt Comparisons

Learn the following comparisons, and try to use them in your own writings :—

As black as pitch.
As brave as a lion.
As bright as silver.
As brittle as glass.
As busy as a bee.
As clear as crystal.
As cruel as a Tartar.
As cunning as a fox.
As easy as A. B. C.
As fierce as a tiger.
As firm as a rock.
As free as the air.
As good as gold.
As grave as a judge.
As heavy as lead.
As lively as a cricket.
As meek as a lamb.
As old as the hills.
As pale as death.
As proud as a peacock.
As quick as lightning.
As slow as a snail.
As red as a rose.
As regular as clockwork.
As silent as the grave.
As soft as butter.
As still as a statue.
As sweet as honey.
As timid as a hare.
As true as steel.
As watchful as a hawk.
As white as snow.
As cheerful as a lark.
As cold as ice.
As light as a feather.
As stupid as a donkey.
As slippery as an eel.

As pure as the lily.
As hungry as a hunter.
As loud as thunder.
As loud as a lion's roar.
As sharp as an arrow.
As smooth as velvet.
As hot as fire.
As mute as a fish.
As round as the globe.
As round as an apple.
As sharp as a needle.
As straight as an arrow.
As swift as an arrow or thought.
As silly as a sheep.
As slender as a thread.
As sure as death.
As ugly as a toad.
As warm as wool.
As greedy as a wolf.
As flat as a board.
As blind as a mole.
As obstinate as a mule.
As brown as a berry.
As playful as a squirrel.
As rich as Crœsus.
As deaf as a beetle.
As dry as dust or a biscuit.
As green as grass.
As hard as stone.
As gaudy as a butterfly.
As tall as a steeple.
As thick (*or* frequent) as hailstones.
As ripe as cherry.
As fresh as a daisy.
As weak as water (*or* a baby).

As fickle as a weathercock.
As graceful as a swan.
As yellow as saffron.
As yielding as wax.
As wise as a snake.
As wise as Solomon.
To sing like the nightingale.
To be off like a shot.
To spread like wild fire.
To follow like a shadow.

Exercise 52

I. Complete the following comparisons as aptly as you can :—

(1) As firm as......
(2) As true as......
(3) As rich as......
(4) As good as......
(5) As pale as......
(6) As quick as......
(7) As greedy as......
(8) As hungry as......
(9) As round as......
(10) As heavy as......
(11) As light as......
(12) As regular as......
(13) As timid as......
(14) As obstinate as......
(15) As soft as......
(16) As smooth as......
(17) As fresh as......
(18) As clear as......
(19) As silly as......
(20) As cruel as......

II. Name that quality of the following things which you will attempt to compare :—

Honey, toad, thread, thunder, lightning, peacock, dove, mule, bee, silver, pitch, lamb and hawk.

III. What objects will you select for the comparison of the following qualities :—

Silence, gracefulness, wisdom, dryness, slipperiness, gravity, coldness, meekness, oldness, brittleness.

IV. Give one word for the following phrases :—

(1) A document which does not bear the name of the writer. (2) Animal with two feet. (3) Against law. (4) Easily made angry. (5) To date before the true time. (6) Not showing proper respect. (7) A story which is not to be believed. (8) A remedy for all ills. (9) One who travels on foot. (10) From time to time.

V. Write down the phrases with which you can replace the following words :—

Anarchy, alien, honorary, octagon, audible, coward, cannibal, parasite, fratricide, drawn, legible, antidote, repeat, overlook, ajar.

CHAPTER XXI

SOME ODDS AND ENDS

I. Words Opposite to Each Other in Sense—Antonyms

Words	*Antonyms*
Abundance	scarcity
Accept	refuse
Acknowledge Affirm	deny
Active	passive
Adversity	prosperity
Affluence	penury
All	none
Analysis	synthesis
Arrival	departure
Attack	defence
Base	noble
Beginning	end
Belief	doubt
Benefactor	malefactor
Blunt	sharp
Body	soul
Bold	timid
Bravery	cowardice
Care	neglect
Cheerful	cheerless morose
Cold	warm
Concord	discord
Condemn	acquit approve
Confess	deny
Country	town
Credit	debit cash
Cruel	kind
Debtor	lender creditor

Words	*Antonyms*
Deep	shallow
Different	similar
Diligent	idle
Diminish	increase
Docile	obdurate
Doubtful	sure
Early	late
Ebb	flow
Economy	extravagance
Elevation	depression
Encourage	discourage
Enrich	impoverish
Enthrone	dethrone
Enthusiasm	indifference
Exterior	interior
False	true
Fame	infamy
Fickle	constant
Final	initial
Foul	fair
Frank	reserved
Free	restricted
Freedom	slavery
Fresh	stale faded
Full	empty
Gain	loss
Genuine	artificial spurious
Grant	withhold refuse
Great	small
Happy	sad

Words	*Antonyms*	*Words*	*Antonyms*
Hard	simple	Presence	absence
Hard	soft	Profit	loss
Haste	delay	Prosperity	adversity
Haughty	humble	Punish	reward
Heaven	hell	Pure	mixed
High	low	Real	fictitious
Hinder	help	Rear	van
Honour	shame	Recovery	relapse
Hoot	applaud	Remember	forget
Hope	despair	Reject	accept
Ignorance	knowledge	Repulsive	attractive
Import	export	Rich	poor
Intentional	accidental	Savage	tame
Interior	exterior	Sensible	senseless
Interest	indifference	Sharp	blunt
Irregular	punctual	Smile	frown
Isolated	contiguous	Smooth	rough
Joint	separate	Soft	hard
Junior	senior	Strange	familiar
Just	unjust	Strict	lax
Keen	dull	Sweet	sour
Knowledge	ignorance	Sympathy	antipathy
Late	punctual	Tame	wild
Lenient	strict	Take	give
Love	hatred	Thick	thin
Make	mar	Timid	bold
Mince	run	Ultimate	immediate
Momentous	trivial	Umbra	light
Neat	untidy	Uniform	variable
Negative	positive	Union	discord
Night	day		split
Noble	base	Useful	futile
Notorious	famous		clear
Omit	include	Vague	defined
Optimist	pessimist		distinct
Oral	written	Vast	narrow
Peace	war	Verbal	written
Permanent	temporary	Virtue	vice
Plenty	scarcity	Victory	defeat
Poetry	prose	Wed	divorce

Words	*Antonyms*	*Words*	*Antonyms*
Warm	cool	Yea	nay
Wane	wax (for moon)	Yes	no

II. Cries of Different Birds and Beasts

1. Domesticated Animals

Cats mew or purr.
Dogs bark, yelp, howl or whine.
Horses neigh or whinny.
Cattle or cows low.
Bulls bellow.
Puppies yelp.
Pigs grunt or squeal.
Goats, sheep or lambs bleat.
Camels grunt.
Asses bray.

2. Beasts

Apes gibber.
Bears growl.
Elephants trumpet.
Foxes yelp or bark.
Hyenas laugh.
Jackals howl.
Lions roar.
Monkeys chatter or gibber.
Tigers growl or roar.
Wolves howl or yell.

3. Birds

Birds sing, chirp, twitter or warble.
Canaries whistle.
Crows caw.
Cocks crow.
Ducks quack.
Geese cackle.
Kites scream.
Hens cluck.
Larks sing.
Owls hoot, screech or scream.
Parrots talk.
Pigeons, doves and cuckoos coo.
Ravens croak.
Swans cry.
Sparrows chirp.
Swallows twitter.
Turkeys gobble.
Vultures, eagles and hawks scream.
Aeroplanes buzz, drone or hum.

4. Insects and Miscellaneous Objects

Bees hum.
Crickets chirp or sing.
Frogs croak.
Flies or butterflies buzz or hum.
Mice squeak.
Snakes hiss.
Coins jingle.
Chains clank.
Cars whizz.
Fire crackles.
Fans buzz.
Hoofs clatter.
Leaves rustle.

Rain drips or patters.
Streams bubble or purl.
Thunder roars or rumbles.
Waves ripple.
Wind howls, whistles, roars.
Wheels rattle.

III. Fit Names for Young Ones of Different Animals and Birds

Kitten of a cat.
Duckling of a duck.
Tadpoles turn into frogs.
Colt or filly or foal of a horse.
Lamb of a sheep.
Calf of a cow.
Puppy of a dog.
Kid of a goat.
Chickens of a hen.
Whelp of a lion.
Fawn of a stag.
Cub of a tiger or bear.

IV. Significant Use of Some Nouns Denoting Collection

It is idiomatic to use the following in their *proper* setting in our own writings :—

An army of soldiers.
A band of gypsies, singers or musicians.
A bevy of girls or ladies.
A board of trustees, examiners or directors.
A brood or flock of chickens.
A bunch of keys, plantains, grapes.
A bouquet of flowers.
A bundle of sticks, hay.
A cluster of mangoes, fruits, creepers, stars, islands
A cargo of goods.
A crop of troubles.
A caravan of merchants.
A chain of mountains, events, thoughts.
A class of people, students.
A cloud of locust, dust.
A clump of trees.
A code of laws.
A course of studies, lectures.
A crew of sailors.
A crowd of people.
A constellation or galaxy of stars.
A drove of cattle.

A faggot of sticks.
A fall of rain or snow.
A fleet of ships.
A flight of birds, stairs or steps.
A flock of sheep, birds.
A gang of robbers, thieves, convicts, prisoners, workmen.
A group of figures, persons, islands.
A herd of cattle, goats, deer, swine.
A hive of bees.
A heap of stones or sand.
A horde of pirates, robbers.
A library of books.
A league of plotters, nations, states.
A litter of pigs, or puppies.
A pack of playing-cards or hounds.
A peal of laughter, bells.
A range of hills, mountains.
A series of events, publications.
A sheaf or stack of corn.
A shoal of fish.
A string of camels.
A shower of arrows, rain.
A suit of clothes.
A suite of rooms, furniture.
A series of events or of books.
A stock of goods.
A swarm of bees, flies, ants.
A team of horses, oxen, cricketers.
A train of waggons, carriages or followers.
A troop of scouts, school children, horsemen.
A tribe of Arabs.
A volley of shots or bullets, questions.

Exercise 53.

I. Give the words opposed in sense to the following :—

Sharp, stale, idle, sure, fair, war, written, familiar, wild, mar, help, hell, love, high, include.

II. Rewrite the following sentences, substituting for the words italicised as their antonyms :—

(1) The patient is showing signs of *recovery*.
(2) Some people are very *noble* by their nature.
(3) It is a *real* tale he is telling you.
(4) The brothers are running a *joint* business.
(5) The bargain resulted in *profit*.
(6) I found him quite *frank* in his talk.
(7) After every *calm* there is a *storm*.
(8) He tackled his problems *timidly*.
(9) He came rather too *early* for the feast.
(10) He responded with *enthusiasm*.

III. Give words describing the sounds or cries of :—

A car, engine, wheels, puppies, tigers, crows, hens, hyena, cuckoo, snakes, frogs, owls, cocks, chains and coins.

IV. What names will you give to the young ones of :—

A horse, a tiger, a lion, a dog ?

V. Put down the names you will give to the collections of the following objects :—

Sticks, islands, keys, girls, robbers, examiners, trees, ships, laws, locust.

VI. Complete the following, adding the most appropriate word or words :—

(1) A range of............ (2) A train of............
(3) A suite of............ (4) A swarm of............
(5) A troop of............ (6) A peal of............
(7) A sheaf of............ (8) A class of............
(9) A brood of............ (10) A flight of............

CHAPTER XXII

SIMILAR WORDS DISTINGUISHED

There are many words similar in sound and similar in shade of meaning, but different in use. It will pay a student to study them time and again *till they have passed into his practice vocabulary.*

1. **Abstain**, *v. i.*; from a thing. Good people abstain from drink.

   Refrain, *v. i.*; from an action. Refrain from laughing at others.

2. **Acceptance**, *n.*; consent to receive. We beg your acceptance of this humble gift.

   Acceptation, *n.*; the sense in which a word is used. It is always safe to use words in their common acceptation.

3. **Adapt**, to fit oneself in (generally circumstances). He has adapted himself to the changed conditions.

   Adopt, to take to as a practice. Every day he is adopting novel ways of annoying his neighbours. To accept (anybody) as a heir. He has adopted his brother's child.

   Adept, *adj.*; skilled, clever, proficient. Ram Mohan is adept in Arithmetic.

4. **Affect**, *v. t.*; to produce effect on, to pretend or to move. A little carelessness now may affect your entire future. The criminal affected madness. I was greatly affected by his appeal.

   Effect, *v. t.*; bring about. A little more carefulness now will help you effect (bring about, carry through) great things in future.
   n.; result. His appeal produced no effect on me.

5. **Affection,** love. A mother feels great affection for her child.

   Affectation, pretence. His affectation of learnedness was all hollow.

6. **Alarm,** *n.* ; note of warning in ordinary sense. Seeing the thief enter, he raised an alarm.

   v. t. ; frighten. His sudden illness alarmed me.

   Alarum, *n.* ; alarming signal. When the camp caught fire, an alarum was given.

   Altar, *n.* ; a place of sacrifice. Joan of Arc laid her life low at the altar of service to motherland. The newly married couple stepped up to the church altar to receive the blessings of the priest.

7. **Alter,** *v. t.*; to change a thing, making some difference in it. He is altering the building of his house.

   Change, to replace one with another. He changed his dress with that of the prisoner.

8. **Ancient,** *adj.* ; belonging to old times. Some customs are very ancient.

   Antique, *adj.* ; belonging to an old fashion. Some Nawabs still wear the antique dress of the Mogul time.

9. **Apathy,** (A=absence of) want of feelings. He leads life with an apathy for politics.

   Antipathy, (Anti=against) feelings against. Have antipathy for evil and not for the evil-doer.

10. **Assent,** consent, concur, be of the same opinion. I got my father's assent for going on a trip to see sight.

    Ascent, *n.* ; from ascend, a rise upwards. It was an ascent of nine thousand feet to the top of the hill.

11. **Avenge,** *v. t.* ; to inflict punishment. Heaven avenges wrong-doers.

    Revenge, *v. t.* ; to cause somebody to come to harm for wrong-doing, (*intiqam lena*). The British took revenge on the mutineers.

12. **Await,** *v. t.* ; I am awaiting a friend.

    Wait, *v. i.* ; I am waiting for a friend.

13. **Bail**, *n.*; security (*zamanat*). The magistrate demanded a bail of Rs. 1,000 from the accused for good behaviour.

Bale, bundle of goods, of cotton, etc. Cotton is shipped to England in bails.

14. **Beach**, *n.*; seashore. Fishermen's children were playing on the beach.

Beech, *n.*; a kind of tree. Beech is a useful tree of Alps.

15. **Beautiful**, *adj.*; delightful for ear and eye. Rosa will grow up to be a beautiful lady.

Handsome, *adj.*; having good looks (used for man or boy). Jawahar possesses a handsome and charming figure.

Pretty, *adj.*; having good looks (used for woman or child). A pretty maid was carrying in her lap an equally pretty child.

16. **Berth**, *n.*; space enough for one to sleep in, hence full seat in a railway compartment. We asked the station master to reserve free berth in a second class compartment.

Birth, *n.*; seeing light, coming into being. A man's position in society should be determined by his worth not by birth.

17. **Beside**, *adv.*; by the side of, near. A shady tree was standing beside the pool.

Besides, *prep.*; over and above. Besides giving the beggar money, he sat beside him to comfort him.

18. **Blossom**, *v. i.*; show first signs of youthfulness. Flower buds were blossoming forth one by one.

Bloom, *v. i.*; attain ripe youthfulness (final stage of perfection). The plant was in full bloom.

19. **Blunder**, *n.*; mistake or error of a *serious* nature. It was a blunder on his part to commit suicide.

Mistake, *n.*; taking anything for another. One evening I mistook a stranger for my friend.

Error, *n.*; departure from what is right. His ruin was the result of a deliberate error.

20. **Born**, *past participle* of bear, to give birth to. Iswar Chandra was born of poor parents.

Borne, *past participle* of bear, to undergo, suffer. I have borne all calamities born of my own blunder. He has borne all his troubles bravely.

21. **Bridal**, *adj.*; (from bride) of marriage. The bridal cake was cut by the groom.

Bridle, *n.*; reins of a horse. He was riding his horse without bridle.

22. **Calendar**, *n.*; almanac, showing dates and months of the year. There hung a beautiful calendar on the wall.

Calender, *n. & v. t.*; a press for ironing clothes, etc. The washerman was calendering the clothes.

23. **Canon**, *n,*; rule. Canons of conduct differ in different societies.

Cannon, *n.*; a heavy gun. Several cannons were fired on the entry of the Governor in the town.

24. **Canvas**, *n.*; a kind of coarse but stout cloth. We make tents and shoe-uppers from canvas.

Canvass, *n.*; to ask for votes, support or help of any kind. (Used to indicate mean spirit). Instead of attending to his studies he went about canvassing for marks.

25. **Career**, *n.*; course of life with respect to prospects, good or bad. From his early days Lincoln pursued a steady, upward career.

Carrier, *n.*; from *carry*, that which carries. Flies are carriers of diseases, so are vendors. He got a carrier fixed to his cycle.

26. **Casual**, *adj.*; occasional. Except for a casual defect few and far between the machine kept running all right.

Causal, *adj.*; from *cause*. Causal verb as *likhwaya : got written*. We make causal verbs in English grammar with the help of ' make ' and ' get '.

27. **Cemetery**, *n.*; graveyard. His dead body was taken in a hearse to the cemetery.

Symmetry, *n.*; geometrical proportion. Nearly all Mogul gardens and buildings we find arranged in symmetry.

28. **Censer,** *n.*; a pan in which incense is burnt. A censer lay on the altar sending up a column of sweet silvery smoke.

Censor, *n.*; an official authorised to check objectionable writings. Mr. Barnes has been appointed a censor for foreign mails at Bombay during the current war.

Censure, *v. t.*; talking ill at anybody's back. Evil actions deserve censure from all wise people.

29. **Cession,** (*n.*; from *cede*), surrendering of a territory. Hitler did not stop at the cession of Czechoslovakia, but extended his hand on Poland.

Session, *n.*; sitting period of a council, term of work of a court, school or college. The assembly will close its winter session in February.

30. **Childish,** *adj.*; in a bad sense—foolish. Childish behaviour cannot long be tolerated.

Childlike, *adj.*; in a good sense—having the simplicity or innocence of a child. His childlike innocent face won the heart of every one who saw him.

31. **Choke,** *v. t.*; to check breath by stopping the windpipe from inside. The child swallowed a whole almond and was choked to death.

Smother, *v. t.*; to check breath by closing the mouth or nose. The robbers smothered a traveller to death.

Strangle, *v. t.*; to check breath by compressing the windpipe from outside. The madman put a rope round his neck and strangled him to death.

32. **Chord,** *n.*; a string of a musical instrument. Draw a chord A B across a circle equal to half the length of the diameter.

Cord, *n.*; a thin strong rope or string. The bundle of sticks was bound by a stout cord.

33. **Cite,** *v. t.*; quote as an example. He cited freely from the holy books during the sermon.

Site, *n.*; place where a building, etc., stands. The building stands on a prominent site at the meeting of the two roads.

Sight, *n.*; view. People weak of sight require glasses.

34. **Clean,** *adj.*; free from dirt or taint. Sit at meals with clean hands.

Cleanly, *adj.*; (like kindly and sickly), in the habit of keeping things clean. Cleanly habits are always liked in society.

35. **Climate,** *n.*; average weather over a long period. Ceylon enjoys an equable climate throughout the year.

Weather, *n.*; temperature, barometric pressure and general condition of the atmosphere during any short period. The weather of a place can change completely in a minute.

36. **Coma,** *n.*; the fainting before death. The dying man has passed into a state of coma.

Comma, *n.*; a mark of punctuation. Comma is a sign for interval punctuation in a sentence.

37. **Compare,** *v. t.* and *i.*; only in case of similar qualities. In some cases different parts of life compare well.

Contrast, *v. t.* and *i.*; only in case of different or opposed qualities. A contrast will ever exist between the west and the east.

38. **Conduct,** *n.*; what we do is our conduct. Throughout the meeting the conduct of the audience was praiseworthy.

Character, *n.*; what we are is our character. L. Lajpatrai was a man of noble character.

39. **Confess,** *v. t.*; a strong term used for a fault. He confessed his guilt to the court.

Admit, *v. t.*; a mild term used for a mistake. He admitted having slapped his younger brother.

40. **Confident,** *adj.* ; trusting, assured. I am confident of my success in this venture.

Confidant, *n.* : person in whom you put trust. My mother is my only confidant in all I do.

41. **Conscious,** *adj.* ; aware of. He is conscious of his own weakness.

Conscientious, *adj.* ; acting according to the call of conscience. A conscientious worker never fails in his duty.

42. **Considerate,** *adj.* ; thoughtful. He is very considerate of his neighbour's rights.

Considerable, *adj.* ; large. His father left him a considerable property.

43. **Contemptuous,** *adj.* ; full of hatred or dislike. The two debators talked of each other in contemptuous terms.

Contemptible, *adj.* ; deserving hatred. Shylock looked a contemptible figure when he was whetting his knife.

44. **Continual,** *adj.* ; going on even though with some breaks. Life becomes hard without continual pouring in of income.

Continuous, *adj.* ; going on without a break in between. Not many people can do continuous work for twenty-four hours.

45. **Cool,** *adj.* ; a mild term ; opposed to *warm.*

Cold, *adj.* ; a strong term, opposed to *hot.* Spring and autumn are cool seasons in the Punjab, but winter is cold enough.

46. **Corpse,** *n.* ; dead body of a human being. The battlefield was scattered with many a corpse of the killed.

Carcase, *n.* ; dead body of an animal. The carcase of a dog lay on the street corner.

47. **Corps,** *n.* ; a regiment in the army. University Territorial Corps take their training twice a weak on several grounds round the town.

Core, *n.* ; an innermost cell, used in connection with the heart. A mother loves her child from the very core of her heart,

48. **Council,** *n.* ; a board or assembly. The Assembly has moved to a new Council House.
Counsel, *n.* ; advice, consultation or a lawyer. A young man will always do well to act on the counsel of his parents.
49. **Credible,** *adj.*; that which can be believed. The story that he related was not credible.
Creditable, *adj.* ; fit for being honoured. It is nothing creditable for young men to be insolent.
50. **Crime,** *n.* ; against set laws of society. Theft is a crime unpardonable in a man.
Vice, *n.* ; against morality. Drinking is a vice.
Sin, *n.* ; against religious canons. Telling lies is a sin.
51. **Dearness,** *n.* ; high price. Due to the dearness of foodstuff, life is becoming more expensive.
Dearth, *n.* ; want of enough supply. There is no dearth of trained teachers in these days.
52. **Deceive,** *v. t.* ; to give someone a false idea. He deceived the police by disguising himself as a beggar.
Cheat, *v. t.* ; to take something from someone by trickery. The thugs used to cheat the simple-minded pilgrims.
53. **Decry,** *v. t.* ; (de=down) to cry down, to undervalue. As soon as the people discovered that their leader was selfish, they decried all the service done by him.
Descry, *v. t.* ; see, notice. Behind the bushes the hunter descried the shape of a tiger.
54. **Delivery,** *n.* ; used in all senses of the verb ' deliver'. In big towns there are several deliveries of letters.
Deliverance, *n.* ; rescue (*najat*). He thanked God for his safe deliverance from the Afridis.
55. **Decided,** *adj.* ; clear, doubtless. One decided issue of his speech was that he wanted more rights for India.
Decisive, *adj.* ; that which brings doubts to an end. The Japanese have not yet won a decisive victory over China.

56. **Deny,** *v. t.*; to refuse to accept the truth of a statement. He denied having seen my purse anywhere in the room.

Refuse, *v. t.* and *i.*; to say 'no' to a thing. He refused to help me in my trouble.

57. **Dependant,** *n.*; a subordinate. I have three other people, my dependants in the office.

Dependent, *adj. n.* relying on, one that depends on others. Our success is dependent on the efforts we make.

58. **Desert,** *n.*; a sandy stretch of land, a well-deserved punishment. Hot deserts lie on the west about the Tropics. The murderer only met his deserts when he was hanged.

Dessert, *n.*; fruit offered at the end of a dinner. At the end of meals desserts were served.

59. **Destiny,** *n.*; fate. Though we cannot quarrel with our destiny, but efforts make we must.

Destination, goal. We were near our destination when storm broke in.

60. **Devoted,** *adj.*; to a good thing. A patriot is devoted to the service of motherland.

Addicted, to a bad habit. Used as noun also; as, tobacco addicts, opium addicts. He wasted all his wealth by getting addicted to gambling.

61. **Deprecate,** *v. t.*; to protest against. Many papers deprecated the lathi-charge made at the Lahore Town Hall.

Depreciate, *v. t.* and *i.*; to undervalue, to decry. Indian cotton is depreciating in foreign markets.

62. **Disease,** *n.*; Dis+ease, indisposition, distemper. It is noble to help a neighbour in disease and want.

Decease, *v. i.*; De+cease: end of life, death. The whole town mourned the loss of the deceased leader.

63. **Divers,** *adj.*; (not plural of 'diver') several. There are divers ways of solving this problem.

Diverse, *adj.*; of different nature. There are diverse types of persons in this world.

64. **Dose,** *n.*; a measure of medicine. His grandmother gives him a heavy dose of advice every day.

Doze, *n.*, a short sleep. The passenger sat dozing on the bench waiting for his midnight train.

65. **Doubt,** *v. t.*; we doubt a thing when we think it is not true. I do not doubt his capacity for hard work.

Suspect, *v. t.*; we suspect when a thing is true. He suspected his neighbour of theft.

66. **Draft,** *n.*; letter of authority in banking; a rough copy or plan of a letter. He wrote out a draft of reply to his friend's letter. He sent a draft for two thousand rupees through the bank.

Draught, *n.*; a mouthful of a liquid; a gust of wind. A few draughts of fresh warm milk will refresh anybody. Do not expose your body to a draught, hot or cold.

67. **Drown,** *v. t.*; to cause death by water. It cannot be used for lifeless objects.

Sink, *v. t.* and *i.*; to disappear under water—used with lifeless objects. The ship sank and most of the crew were drowned.

68. **Dual,** *adj.*; double. A dual desk is only meant for two people to sit in.

Duel, *n.*; a quarrel, a fight between two persons. In Middle Ages quarrels between two persons were decided by duels.

69. **Dying**, *present participle* of 'die'. Rats are dying in the town.

Dyeing, *present participle* of 'dye', to give colour. A dyer is dyeing a suit.

70. **Earthen,** *adj.*; made of earth; earthenware. Earthen vessels still play an important part in an average home in India.

Earthy, *adj.*; covered with dust or earth-like in appearance. Due to the earthy appearance of the snake it could not be easily make out.

Earthly, *adj.*; of this world; of man as opposed to heavenly. This earthly life is full of miseries.

[**Note.**—*Compare* Silk, silky, silken. Silk=of silk; Silky=like silk; silken=so made as to look like silk.]

71. **Effectual,** *adj.* ; producing the desired effect. The teacher's guidance proved very effectual on the pupil's mind.

Effective, *adj.* ; producing a great effect. The police took effective steps to put down the unrest.

Efficacious, *adj.* ; used with medicine (having great curing power). Amritdhara is a very efficacious medicine.

72. **Elicit,** *v. t.* (*E*=out, *licit*=draw) ; to draw out. By cross-questioning the culprit the judge elicited the truth.

Illicit, *adj.* ; (*Il*=negation) ; unlawful. Vulgar people quickly come down into illicit jokes.

73. **Eligible,** *adj.* ; one who is fit to be chosen. Only Gurkhas, Rajputs, Jats and Dogras are eligible for the army.

Illegible, *adj.* (of handwriting only) ; badly written. It never pays to write an illegible hand.

74. **Elder,** *adj.* ; in age, wisdom and looks (used for members of a family only) ; elder brother, etc. *The* is never used before it. We should respect our elders.

Older, *adj.* ; in age only. Lahore is an older city than Amritsar.

75. **Emigrant,** *n.*; (*E*=out, *migrate*=go from one place to another) ; one who goes *out of* a country. Indian emigrants in Africa are not enjoying full rights.

Immigrant, *n.* ; (*Im*=into) ; one who comes into a country from without. Many people have come into India as immigrants from Japan, China Tibet and Afghanistan.

76. **Eminent,** *adj.* ; outstanding (used with personality only). Rabindra Nath Tagore is an eminent man of letters.

Imminent, *adj.* ; bound to come soon, hanging overhead (used with danger). Ultimate defeat of Germany is quite imminent.

77. **Enough,** *adj.* ; preferred when quantity is intended. Indians do not get enough for two square meals a day.

Sufficient, *adj.* ; preferred when quality is intended. Indian bazars are sufficiently noisy.

78. **Envy,** *n.* ; in a good sense *(rashk).*

Jealousy, *n.* ; in a bad sense *(hasad).* It is noble to envy others' good qualities but mean to be jealous of them.

79. **Event,** *n.* ; a happening of outstanding character. Earthquake marks an event in the history of Quetta.

Accident, *n.* ; chance or what happens by chance—*e.g.*, an unforeseen injury to a person. He broke his leg by a mere accident on the road-side.

Incident, *adj.* ; a happening taking place as a natural result of some principal event. Famine has broken out in Hissar incident upon three years' continued drought.

80. **Everlasting,** *adj.* ; without end. Earthly goods are not everlasting.

Eternal, *adj.* ; without beginning or end. The universe is eternal.

81. **Excuse,** *v. i.* ; used for a small fault. Please excuse my inability to attend the meeting.

Pardon, *v. i.* ; used for a serious one. Kindly pardon me for the fault I have committed this time

82. **Explore,** *v. t.* ; to travel *to make known* lands unknown. The valley of Brahmputra still requires to be explored.

Discover, *v. t.* ; to find out what exists, but is unknown. Columbus discovered America.

Invent, *v. t.* ; to find that which does not exist in the same form. He invents new excuses every day for being late.

83. **Falsehood,** *n.* ; a lie. A statement was full of falsehoods.

Falseness, *n.* ; deceitfulness. The falseness of earthly goods is proverbial.

Falsity *n.* ; refers to the unreliability of a statement. Uma Chand did not know of the falsity of the document given to him by Clive.

84. **Farther,** *adj.* ; comparative of 'far' used with respect to distance only.

Further, *adv.* ; used in all senses, Turkey lies farther than Iran but Europe begins further still.

85. **Fair,** *n.* ; festival, *adj.* ; beautiful. He wrote out a fair account of the fair held near his village.

Fare, *n.* ; food, charges for conveyance, *v.* ; to do. He hardly gets his daily fare by full day's work. Give the tongawala his due fare.

86. **Fault,** *n.* ; going astray from duty. It was no fault of my father that I did not get higher education.

Mistake, *n.* ; arises from error of judgment. The patient took ink instead of medicine by mistake.

87. **Forceful,** *adj.* ; full of force, effective in high degree. He made a forceful speech in favour of the granting of freedom to India.

Forcible, *adj.* ; implies show or use of force. The forcible snatching of his property by his brother has given him a great shock.

88. **Funeral,** *n.* ; burial. The funeral procession of the great general was attended by hundreds of the soldiers.

Funereal, *adj.* ; sad, of a funeral. The drums of the band were covered with cloth for funereal purposes.

89. **Gamble,** *v. i.* ; play games of chance. Life is a gamble, we have to take risks.

Gambol, *v. i.* ; to leap about joyfully. The hare kept gamboling in and outside the bushes.

90. **Gaol,** *n.* ; jail. When the mutiny broke out several gaols were broken open.

Goal, *n.* ; destination in view. One should not lose sight of one's goal.

91. **Gentle,** polite. He is very gentle of manners.

Genteel, *adj.* ; fashionable. In every inch of his dress he looked genteel.

92. **Godly**, pious. One attains Heaven as a result of godly actions.
Godlike, resembling God. Null possessed a godlike tall figure.

93. **Hale**, healthy and strong. Milk keeps babies hale and hearty.
Hail, frozen rain drops. Rain is hailed by the farmer but not hail.

94. **Hare**, an animal.
Hair, that grow on the head. The hares of cool countries have very soft hair on their bodies.
Heir, one who inherits property. The small baby is the only heir to a large estate.

95. **Haste**, quickness. He was in all haste to reach his office.
Hurry, implies confusion as well. The meeting was held all in a hurry for fear of disturbance.

96. **Hear**, in ordinary sense. Whether you hear me or not, I must have my say.
Listen, to hear with attention. The children sat listening the story that their father was telling them.

97. **House**, any building meant for dwelling or storing. We have a house at Mianmir but we have decided to make Lahore our home.
Home, an endeared place of dwelling.

98. **Hope** for a thing when it is welcome. The doctor hopes for a speedy recovery of his patient.
Expect only when it is probable, welcome or otherwise. I never expected to lose so much in this business.

99. **Human,** *adj.* ; of man. Shortsightedness is a human weakness.
Humane, *adj.* ; kind. It is never humane to kill animals by slow torture.

100. **Illegible** ; written in bad hand.
Unreadable ; not interesting enough, even objectionable. He wrote his letter in illegible hand and in an unreadable language.

101. **Imaginary**, *adj.* ; without real existence. His fears are all imaginary (groundless).

Imaginative ; fertile in ideas. He has an imaginative head.

102. **Imperious**, haughty. Everybody hated the imperious manner in which he asked the visitor to get out of the room.

Imperial, relating to an empire or emperor. The imperial help is of the greatest importance to Great Britain in this war.

103. **Insight**, *n.* ; deep understanding of anything subtle. He possesses a great insight in the matter of the machines.

Incite, *v. t.* ; to bring (anybody) into rage. The boy incited the dog into rage by throwing a stone on his back.

104. **Industrial** ; relating to industry. All round Amritsar there is a great industrial activity.

Industrious ; hardworking. Industrious young men seldom fail in their life.

105. **Informant**, one who informs (good sense.) A rumbling noise inside the earth is an informant of a coming earthquake.

Informer, a spy, (indicates contempt). One of the dacoits turned an informer and reported everything to the police.

106. **Ingenious**, skilful. Birbal is known for his ingenious replies.

Ingenuous, frank. Akbar the Great was gifted with ingenuous temper.

107. **Invade**, big area ; Alexander invaded India.

Attack, a point only ; Napoleon attacked the English army.

108. **Journey** is used for short distances. A touring officer has to be on his journeys right and left twenty days in a month.

Travel denotes a longer course. The account of his travels to Tibet and Ladakh is full of thrill.

Voyage is a journey by sea. Drake was the first English seaman to perform a voyage round the world.

109. **Judicious**, sensible, prudent. Gandhi's views on different matters on life are very judicious.

Judicial, pertaining to a Judge and Courts. The case has been sent up to the court for judicial inquiry.

110. **Knotty**, difficult. This problem is so knotty that we cannot solve it at once.

Naughty, wicked. Monkey is a naughty creature by nature.

111. **Leave, abandon, forsake, desert**. *Leave* is a general term. *To abandon* is to give up indefinitely. *To forsake* is to leave in anger or disgust. *To desert* is to leave treacherously or meanly. We have *abandoned* all hope of his recovery. He has *forsaken* his friends. His army deserted him on the field of battle.

112. **Lovely, lovable.** (1) Beautiful ; (2) worthy of love, exciting love. Her lovely manners make her a lovable person.

113. **Luxuriant**, rich in growth. Timely rain causes luxuriant crops to grow.

Luxurious, given to luxury. Most of the Indian rulers are of luxurious habits.

114. **Mane**, long hair on the neck of an animal. When the rider was going to topple over he held the horse by the mane.

Main, *adj.* ; chief. Health and wealth are our two mainstays in life.

115. **Mantel**, flat structure above the fire-place. Above the fire-place was displaced a silken mantelpiece.

Mantle, cloak ; calcium cap in gas lamps. No second Indian is yet born on whom can safely fall Tagore's mantle of learning.

116. **Marshal**, to arrange in order. The two armies stood marshalled against each other. Marshal Foch was a French military genius in the last Great War.

Martial, military. Gurkhas are a leading martial race of India.

117. **Metal**, mineral substance, *e g.*, gold, silver, etc. Gold is a precious metal but iron is more useful. Roads should be metalled with better stone to last longer.

Mettle, spirit. Each examination is an occasion for a student to display his mettle.

118. **Metre**, poetic form. All his poems are set in a flawless metre.

Meter, a measure. Our electric meter has gone out of order.

119. **Miner**, worker in a mine. Miners' Association guards the interests of all those who work in the mines.

Minor, one who is under 18 years, *i e.*, has not attained majority. Small trivial (affair) or small cause courts settle minor money disputes. Right of boating is not given to minors.

120. **Moat**, ditch. The moats that used to run round the forts in Middle Ages are of no use to-day.

Mote, particle of dust. When a ray of light enters a dark room, the motes that keep floating in the air become visible.

121. **Nearly**, less than. My home task was nearly finished when the light went off.

About, means *more or less than*. He put the price of this shawl at about forty rupees, more or less.

Almost, means *nearly but not quite*, (generally negative). The man was almost dead with cold, when Sunder Singh lifted him on his back.

122. **Neglect**, wilful disregard of duty. He is neglecting his duty every day.

Negligence, carelessness. A bad workman does his work with negligence.

123. **Need**, *requires*. A-good wine needs no bush.

Necessity, *demands*. Necessity knows no law.

124. **Notorious**, used in a bad sense. Dulla Bhatty was a notorious dacoit in Akbar's time.

Noted, both good and bad. Noted lock-pickers could as well become noted mechanics only by proper training.

Notable, in a good sense. Sir Sikandar and Mr. Manohar Lal are two notable figures among the Punjab Ministers.

125. **Observation**, watching. He is under police observation (surveillance).

Observance, carrying out custom. The observance of fasts on festival is common in India.

126. **Official**, relating to office. The clerk was dismissed after his official inquiry.

Officious, meddlesome. He displeased everybody by his officious conduct.

127. **Ordinance**, a commandment. Many an ordinance have to be issued during war time.

Ordnance, a cannon—a big piece of artillery. A heavy ordnance had to be ordered to the front to strengthen the positions.

128. **Pedal**, worked by foot. The pedals of my bicycle require replacement.

Peddle, to hawk goods. One curse of Indian streets is peddlers peddling goods all day long.

Paddle, a short oar. When my boat was in the midstream one of my paddles slipped through the ring into the water.

129. **Permit, allow, suffer**. *Permit* is to give a definite consent ; to *allow* is not to stop ; to *suffer* is to allow unwillingly or grudgingly. I can allow you to play in the courtyard but I cannot permit you to enter the rooms. I could hardly suffer to see lepers sitting in the same compartment with me.

130. **Persecute**, to torture. Germans are now persecuting the Poles after their victory over them.

Prosecute, to sue in court ; to continue (studies, etc.). He stands prosecuted by the police on the charge of forgery. He could not prosecute his studies further for want of means.

131. **Piteous**, used only in poetry ; a piteous cry.

Pitiable, exciting our pity. After the death of his wife and children my neighbour was in a pitiable condition.

Pitiful, deserving pity from others. The beggar was crying in pitiful tones.

132. **Pity**, we show to inferiors or people in a sad state. We should pity the poor prisoners.

Sympathy, for equals. A neighbour deserves a neighbour's sympathy.

133. **Plane**; even (surface, etc.). A plane design of cloth, without strip and checks strikes me better.

Plain, unstriped, (cloth, etc). He made a careful plain of his work before attempting to do it.

134. **Popular**, liked by the people. Broadcasting is becoming very popular these days.

Populous, thickly inhabited. Lahore is becoming more and more of a populous town day by day.

135. **Possible**, that may happen. Everything is possible before hard work.

Probable, likely. His failure is probable.

136. **Poverty**, want of money or means. After father's death the home was stricken with poverty.

Poorness, with respect to other things. Due to poorness of soil in the field only barley could grow.

137. **Practical**, suited to actual conditions. Practical work is necessary for all branches of learning.

Practicable, that can be put into practice. Some plans are practicable others are not.

138. **Prominent**, conspicuous. One prominent feature of our school results is a large first division pass percentage.

Predominant, powerful. Unionist Party is predominant in the Punjab Assembly.

139. **Prescribe**, to suggest, as a remedy. The doctor prescribed quinine against malaria.

Proscribe, to ban (a book or newspaper). The Government have proscribed all the objectionable books.

140. **President**, chairman. The president conducted the programme of the meeting.

Precedent, a previous parallel case. He turned out a gambler though there had been no precedent in his family.

141. **Principal**, *adj.*; chief; *n.* head (of an institution). The principal delivered a speech about the principal features of his institution.

Principle, *n.*; a rule of conduct. Lying, drinking and stealing do not come under the principles of any religion.

142. **Raise**, lift up. Noble conduct alone will raise one in one's life.

Raze; pull down; destroy. A bomb can raze buildings to the ground.

143. **Rare**, difficult of procuring, like diamond. The upper air is so rare that breathing is impossible.

Scarce; existing in insufficient quantity. Radium is very scarce in nature.

144. **Recollect**, implies an effort of the brain. Try howsoever hard I may, I cannot recollect the scene of the death of my father.

Remember, does not imply such effort. I remember the day I first came to the Punjab.

145. **Regret**, applies to minor incidents. I regret my inability to reply to your letter earlier.

Sorrow, implies weightiness of feelings for a serious incident. It gives me sorrow when I think back on the disservice I have done you.

146. **Respectable**, venerable, commanding respect.

Respectful, full of respect for others. Only respectful lads will grow up to be respectable personalities one day.

147. **Rite**, *n.*; ceremony. There is similarity in marriage rites of different races.

Right, *adj.*; correct, *n.*; claim. God gives every man the power to see the right, whether he uses it or not.

148. **Roof**, the whole covering of a house, chiefly the outward top. The child fell off the roof into the street.

Ceiling, only the inner part facing the floor. The ceiling of the court of Star Chamber was set with stars.

149. **Sanguine**, hopeful. I am sanguine about my brother's success in I.C.S.

Sanguinary, bloody, (battle, etc.). Aurangzeb took the throne after a sanguinary struggle with his brothers.

150. **Scull**, a small oar. In Sukat gold has been traced in scull in a white rock.

Skull, frame of the head. A severe blow on the head fractured his skull.

151. **Senseless**, having no consciousness. A man lay senseless on the roadside stricken with chill.

Insensible, with power of feeling gone low. They hated him for the insensible way in which he behaved.

152. **Sensitive**, keen of feeling. He is very sensitive to censure.

Sensual, carnal, passionate. Most of our Maharajas are given up to sensual pleasures.

Sensuous, relating to sense; loving luxury and ease. It never pays to follow a sensuous course in life.

153. **Shade**, general term for absence of light. The scenery began to fade in the shades of the evening.

Shadow, the shade of one particular object. A spotted deer stood in a patched shadow of a tree.

154. **Sick**, tired of; inclined to vomit. He began to feel sick of evil friend.

Ill, suffering from some disease.

155. **Social**, of society. A man is a social animal.

Sociable, loving company. People who are not sociable are called cynics.

156. **Sorry**, for slight mistake or pain. He was very sorry, having disturbed his friend in sleep.

Sorrowful, with respect of death, etc. The whole world felt sorrowful at the death of the great inventor Edison.

157. **Stationary**, *adj.* ; not moving. The sun is a stationary body but earth is not. The child's progress was quite stationary.

Stationery, *n.* ; writing materials, as paper, ink, etc. Government offices get most of their stationery from Calcutta.

158. **Story**, a tale. Our life is a long story.

Storey; any one floor of a house, The thief gave a leap in the street from the second storey of the house.

159. **Straight**, not curved. All great men follow a straight course in life.

Strait; narrow. Hardly three men could stand abreast in the strait passage of the bridge.

160. **Strike**, abandoning of work by workmen themselves. The workmen bent on a strike for higher wages.

Lock-out, turning out of workmen by employers. The factory authorities declared a lock-out against their workmen.

161. **Suit**, *n.*; a law case, a set of clothes ; *v. t.* ; to agree with circumstances. The whole landscape appeared dressed in a suit of green.

Suite, *n.* ; a train of attendants ; a set of rooms or furniture. He erected a nice suite of rooms for his family near the Racecourse.

Soot, *n.* ; lamp-black. The air of the railway yard on big stations remains loaded with soot and smoke.

162. **Swim**, implies effort (used with living beings). A dog swam straight in the midstream and saved his drowning master.

Float, implies physical lightness, as of wood, cork, etc. A ship floats but a needle sinks.

163. **Symbol**, a sign. Gown and hood are symbols of learning.

Cymbal, a musical instrument. It was announced by means of cymbals of justice that the traitor was going to be put to death.

164. **Team**, a set of players, oxen, etc. A close co-operation alone between different players can improve team work.

Teem, *v. i.*; to be rich or productive in. The Himalayas are teeming with natural wealth.

165. **Timid**, of weak mind. A goat is a timid creature.

Cowardly; of weak behaviour. Cowardly behaviour shows weak character.

166. **Vacant**, used for a place filled before, *e.g.*, a vacant post. I kept very busy in the last month but now I find myself quite vacant, having nothing to do.

Empty, implies no previous occupancy. No good will come out of an empty talk.

167. **Value**, real worth of a thing. Time has great value.

Price, what we pay for it. Life cannot be purchased at any price.

168. **Valueless**, means worthless. Nobody will hear valueless suggestions.

Priceless, means invaluable, the price of which cannot be fixed. Life is a priceless jewel.

169. **Vale**, a valley. Down the slopes in a vale flowed a silvery stream.

Veil, covering for the face. Thick fog hangs like a veil against distant objects.

Wail, *n.*, a cry; *v. i.*, cry. The hunter heard the wail of his dog deep in the jungle.

170. **Wave**, move as if in air or water. Last month Europe was under a cold wave.

Waive, give up, as a claim. He waived his claim to his father's property.

171. **Weather**, state of atmosphere. Be sure whether you clearly know the difference between weather and climate.

Wether, a castrated ram. Wether is fit for slaughter but not a ram.

172. **Womanly,** like woman (good sense). She looked grand in all her womanly demeanour.

Womanish, effeminate, used in a bad sense. Some men have a womanish touch about their talk.

173. **Yoke,** a harness for oxen. Punjab farmers generally yoke two bullocks under the yoke of their cart.

Yolk, white of an egg. The yellow of an egg can be more easily digested than the yolk.

Some Everyday Words Often Confused

Note carefully the spelling of the following words :—

Aloud	allowed	Plane	plain
Bear	bare	Peace	piece
Bier	buyer	Prey	pray
Blew	blue	Reed	read
Brake	break	Road	rode
Corps	core	Root	route
Dame	damn	Raze	raise
	dam	Roll	role
Decent	descent	Scent	sent
Envelope	envelop		cent
Ensure	insure	Sole	soul
Foul	fowl	Sail	sale
Hear	here	Sore	soar
Hare	heir	Their	there
	hair	Thrown	throne
Idol	idle	Wait	weight
Lessen	lesson	Whether	weather
Loose	lose		wether
Meddle	medal	One	won
Mettle	metal	Ought	aught
Male	mail	Proposition	preposition

Exercise 54

I. Distinguish between :—

(*a*) Born, borne ; effect, affect ; adapt, adopt ; altar, alter ; bail, bale ; birth, berth.

(*b*) Calendar, calender ; canvas, canvass ; principal, principle ; coma, comma.

(*c*) Dependent, dependant ; sail, sale ; illicit, elicit ; ingenious, ingenuous ; pedal, paddle.

(*d*) Mistake, error, blunder ; plan, plain, plane ; rite, right, write ; soot, suite, suit.

II. Construct sentences to illustrate the use of :—
Invent, discover ; deny, refuse ; prey, pray ; rent, hire ; robber, thief, plunderer ; dew, due ; quit, quite, quiet ; respectable, respectful, respective ; idle, idol ; vale, veil ; value, price ; sick, ill ; rear, rare ; pair, couple ; imperious, imperial ; judicious, judicial.

III. Fill up blanks in the following with a suitable word :—

(1) My loss does not—you. (2) I am feeling—of flying kites. (3) Overwork produced a bad—on his health. (4) Death and decay—all that is created. (5) He is trying his best to—himself to his new circumstances. (6) —not birth decides the rank. (7) Many a—blooms in this garden. (8) In summer there is—in the shade. (9) The police followed him like a—. (10) I—his ability.

CHAPTER XXIII

QUESTIONS AND ANSWERS

1. Structure of a Question.

H. S. V.
Did he come last week?
(*H*=helping verb, *S*=subject and *V*=main verb).

(*a*) In brief the structure of a question sentence may be described as being of *H. S. V.* order.

(*b*) In some cases the helping verb is not there. Then the order becomes *V. S.*; as,
V. S.
Is it a difficult sum to do?

(*c*) Notice also how a question begins and how it ends. A question sentence without the proper mark (?) at the end is *meaningless*.

2. The order in the answers changes always to S. V., the *subject first* and the *verb next*.

The question mark also disappears; as,

S. V.
Yes, he came last week.
S. H. V.
No, he did not come last week.
S. V.
Yes, it is a difficult sum to do.
S. V.
No, it is not a difficult sum to do.

I. Supplying Answers to Given Questions

3. There are different kinds of questions requiring different answers.

A. Questions satisfied only with 'Yes'

Questions	*Answers*
Isn't telling lies a curse?	Yes, it is.
Isn't it hot to-day?	Yes, it is.

Questions	Answers
Isn't Wahid a sportsman ?	Yes, he is.
Don't you know your class-fellows ?	Yes, I do.
Hasn't he done his duty ?	Yes, he has.

Every question *demands a reply in the positive.*

B. Questions satisfied with 'Yes' and 'No' both

In questions of this type, it is possible to return an answer either in the affirmative or in the negative. Note that 'Yes' is followed by a reply in the positive and 'No' by a reply in the negative ; as, Yes, I will. No, I will not.

Questions	Answers
Are the plants growing well in the garden ?	Yes, they are. No, they are not.
Did you see my pen anywhere there ?	Yes, I did. No, I did not.
Had he no time to meet you at the station ?	Yes, he had. No, he had not.
You are taller than Majid, are you not ?	Yes, I am. No, I am not ; or No, I am *smaller.*
It is not a difficult task, is it ?	Yes, it is. No, it is not ; or No, it is *easy.*

C. Inquiries with respect to Time

Note the following examples :—

Questions	Answers
When does your train leave ?	At twenty past five.
How often do you pray ?	Five times.
When did you visit Gaya ?	About two years ago.
What is the time by your watch ?	It is half past four.
At what time do you start for the office ?	At 9-30 a.m.
When did you arrive ?	Only last night.
When will you come again ?	Next Sunday, if you please.
When may I come to see you ?	Whenever you feel inclined.

Questions	*Answers*
When will the rains set in?	In a month or so.
How old are you?	Thirty-seven years.
How long have you been in service?	Nearly twelve years.

D. Inquiries with respect to Place

Study the following examples:—

Questions	*Answers*
What building is this?	It is the Imperial Bank.
Where did you drop your purse?	Somewhere about the school grounds.
Where is the school situated?	Behind the courts.
Where have you been?	To the bookseller.
Where will you put up for the night?	At the Dilkusha, with my father's friend.

E. Inquiries with respect to Cause

Study the following examples:—

Questions	*Answers*
What kept you from finishing the job in time?	My mother's illness.
Why could you not join the races?	I had hurt my leg and could not run.
Why did you go to Mysore?	To study silk-weaving.

F. Corroborative Inquiries

Questions falling in this class are so worded that they contain a statement of the opinion or fact likely to be endorsed by the person addressed.

Note the following examples:—

Questions	*Answers*
You know riding, don't you?	Yes, I do.
Tobacco does not agree with everybody, does it?	No, it does not.
You saw him picking my pocket, didn't you?	Yes, I did.
You did not see him steal your books, did you?	No, I did not.

G. Miscellaneous Inquiries

(*i*) Distances

Questions	*Answers*
How far is your school from home?	Nearly three furlongs.
How many miles did you cover on cycle?	Three hundred and forty miles in all.
Of what length is a cricket pitch?	Twenty yards, easily.

(*ii*) Rates

How much did you pay for your suit?	Fourteen rupees, fifteen annas.
What did your pen cost you?	Half as much as my suit.
How is wheat selling now?	At twelve seers a rupee.
At what rate did you get your shirts tailored?	Annas eight each.
For what price did Lincoln get his first book?	For three days' labour on the owner's farm.
How did he pay for his folly?	By his dismissal.

(*iii*) Everyday Inquiries

Questions	*Answers*
Who is your father?	My father is Mr. Ram Lal.
What is your father?	He is a grocer.
How do you do? / How are you?	(I am) quite well, thank you.
How many brothers have you?	I have five brothers.
How many brothers are there of you?	We are six.
How many teachers are there in your school?	There are twenty-two teachers in our school.
What is the weather like these days?	It is very bracing.
What is the matter with you?	I am feeling indisposed.
What game do you like most?	Cricket.

Questions	*Answers*
What can I do for you?	Please correct my essay.
What is all this fuss about?	I can't say.
Will you like to have another cup of tea?	No, thanks.
How are you feeling to-day?	A bit better.
Well, will you not be doing this work any more?	Take it like that.
Surely you are more than twenty?	May be. I am not sure.
What is your hobby?	Growing flowers.

II. Supplying Suitable Questions to Given Answers.

Study the following examples :—

Answers	*Questions*
Yes, I do.	You take bath every morning, don't you?
No, he has not.	He has not finished his work yet, has he?
Yes, they are. / No, they are not.	Are the children playing in the playground?
No, it is not easy.	Is it easy to put into practice what you say?
Only this morning.	When did your uncle arrive?
Whenever you feel inclined.	When should I sit up with you to do this?
Not before she has learnt all about setting up a home.	When should a girl marry?
At the Taj Mahal Hotel.	Where will you put up?
My mother's illness.	What makes you look so sad?
To study medicine.	Why did you go to Madras?
To the dentist. / To the Tehsil.	Where have you been?
Nearly two furlongs.	How far is the Post Office from your school?
Fifteen by eighteen feet.	How big are your class-rooms?
Three rupees.	How much did this pair of shoes cost you?

Answers	*Questions*
By binding books in out-of-the-school hours.	How did X support himself at school?
At two annas each.	How did you buy these knives?
Fourteen chhataks a rupee.	How is ghee selling to-day?
By his own death.	How did he pay for his neighbour's murder?
By suicide.	How did he die?
Volley Ball.	What game do you like most?
Please lend me your pen.	What can I do for you?

4. It is clear that an answer fully written out contains the same verb as that of the question to which it is the answer; as,

Questions	*Answers*
How *is* wheat *selling* these days?	It *is selling* twelve seers a rupee.
Where *will* you *put up* for the night?	I *will put up* for the night at Muttaqi's.

This rule holds good in all your conversations and writings. Questions asked in the class should always be answered with this instruction in view.

Exercise 55

I. Write answers in full sentences to the following questions:—

(*a*) (1) What day of the week is it to-day? (2) What day of the month is it? (3) Where does your uncle live? (4) What is he? (5) How many children has he? (6) Which one of them do you like most? (7) When were your nephews and nieces here last? (8) When does your examination come off? (9) What subjects do you study? (10) Have you prepared them all satisfactorily? (11) In which one do you hope to do best? (12) What is the area of your class-room? (13) What is the area of the four walls of your class-room? (14) Would it cost much to have it whitewashed? (15) What is

he like at cricket? (16) Whom did you go to see? (17) What do you come here for? (18) How far into the night do you study at home? (19) When do you leave bed in the morning? (20) How do you like sitting here in the garden? (21) How about a cup of warm milk? (22) Where will you like your book to be placed? (23) What has become of your chickens? (24) Where does your shoe pinch? (25) How do you like a trip to the hill top?

(*b*) (1) Do you take part in school debates? (2) Will you write for the School Magazine this month? (3) Did you gain much by being angry? (4) Do you lose anything by being polite? (5) Will this state of affairs last long? (6) Is your brother out of work? (7) Do you like telling lies? (8) Can dishonesty pay in the long run? (9) Will you come back again a month hence? (10) Will this do for you?

(*c*) (1) Can't you sit still? (2) Isn't the earth round? (3) Doesn't he keep late hours? (4) Don't you think this plan will work? (5) Can't you come in time? (6) Haven't the boys gone to the workshop? (7) Hasn't Duleep gained by acting on his father's advice? (8) Don't you think it will be a clear, bright day? (9) Aren't these berries eatable? (10) Didn't you succeed in solving the puzzle?

(*d*) (1) It is very hot to-day, isn't it? (2) It is so paying to be in time, isn't it? (3) Idlers suffer in the long run, don't they? (4) You do not know his whereabouts, do you? (5) They cannot make mountains of molehills, can they? (6) What is the matter with you? (7) What is a knife for? (8) You hope to succeed, don't you? (9) Do you ever pick burning charcoals up? (10) How do you like riding? (11) Won't you come for a walk with me? (12) Now, what have you got to say for your friend? (13) How is one to find out when to see him?

(14) What do you want him to do exactly?
(15) Aren't you afraid of meeting robbers?

II. Write questions to the following answers :—

(*a*) (1) Thirteen years and two months. (2) Two brothers. (3) He is a student. (4) It is to write with. (5) Only two days, sir. (6) It belongs to Jaidka. (7) It is half past nine by this watch. (8) Murad and I. (9) We met the stranger in the courtyard. (10) He is very fond of playing tennis.

(*b*) (1) Only five rupees. (2) The sun. (3) Yes. (4) Doing carpentry. (5) I can't say. (6) Yes, if you please. (7) Only the other day. (8) No, it is not easy. (9) To the canal. (10) On the Lower Mall.

(*c*) (1) True enough. (2) No, thanks. (3) No, not at all. (4) Perhaps, I shall. (5) I want to. (6) So, so; nothing uncommon. (7) I do not know what to do. (8) Because I was unwell. (9) Not to-day, at least. (10) I cannot afford it. (11) No, it was Javed. (12) Since September last. (13) Four score and ten. (14) Of course, we will. (15) Yes, by all means. (16) Why should he ? (17) A perfect knave. (18) Sorry, I can't. (19) Certainly. (20) No, I am busy just now.

CHAPTER XXIV

IDIOMATIC USE OF SIMPLE VERBS

1. Some *simple verbs* are already in the student's vocabulary. He knows their forms with correct spellings. The same verbs he can use *by adding suitable prepositions* after them *to express new thoughts* and *to describe new actions and all in correct idiom.*

Practising their usage in the new settings is adding to the vocabulary, multiplying it by five or six on the average. *The vaster the stock of verbs, the greater is the facility that a scholar feels in conveying his thoughts to others.*

2. Below is given a set of such common verbs, with suitable prepositions, giving new meanings which they are incapable of doing without them.

3. *Learn them up and remember them so as to be able to use them in your conversation, composition and translation.*

1. ABOUND.

Abound in.—Flowers *abound in* the garden.
The garden *abounds in* flowers.

Abound with.—The tank *abounds with* fish.
Some parts of India *abound with* lions.

2. ACCOMPANY.

Accompany by.—I went to the garden *accompanied by* my brother.

Accompany with.—He suffered from fever *accompanied with* delirium.

3. ACT.

Act against.—He is *acting against* his own interests.

Act for.—The pleader *acts for* his client.

Act from.—He *acted from* (or through) fear (because of being afraid.)

Act on.—I could not *act on* the information he gave me.

Act under.—He is *acting under* the orders of his father.

Act up to.—I must *act up to* (act in accordance with) my convictions.

4. ADMIT.

Admit into.—He *admitted* me *into* the office.

Admit of.—The sentence *admits of* two interpretations.

Admit to.—I was *admitted to* the examination.

5. AGREE.

Agree in.—They all *agree in* the usefulness of female education.

Agree on or **upon.**—All the members *agreed upon* the point.

Agree to.—He did not *agree to* my proposal.

Agree with.—I cannot *agree with* you in what you believe. The same food does not *agree with* every constitution.

6. ASK.

Ask for.—He *asked* me *for* five rupees.

Ask of (or **from**).—He *asked* three rupees *of* me.

7. ATTEND.

Attend to.—A man cannot *attend to* (pay heed to) two things at the same time.

Attend upon.—I had neither a servant nor a friend to *attend upon* (to wait on) me during my illness.

8. BEAR.

Bear down.—He was strong enough to *bear down* (crush by force) his opponents.

Bear out.—Even his enemy *bore out* (supported) the truth of his statement.

Bear up.—She *bore up* (endured) bravely when she was beset with difficulties on all sides.

Bear with—I cannot *bear with* (tolerate) his impertinence.

9. **BETRAY.**

Betray into.—They *betrayed* me *into* the hands of my enemy.

Betray to—He *betrayed* his country *to* the French.

10. **BLUSH.**

Blushed at.—The lady *blushed at* the mention of her own good deeds.

Blush for.—You will have no occasion to *blush for* me.

11. **BREAK.**

Break down.—The widow was *broken down* (overwhelmed) with grief at the loss of her only child.

The Magistrate ordered the police to *break down* the wall in dispute.

Break forth.—The tiger *broke forth* (came out suddenly) from the bush.

Break in.—The ruffians *broke in* (opened forcibly by breaking) the door and entered the room.

Break into.—The robbers *broke into* the shop.

Broke off.—He *broke off* (stopped) in the middle of his sentence.

Break open.—The thief *broke open* the box and carried off its contents.

Break out.—Cholera has *broken out* (appeared suddenly) in the city of Amritsar.

Break through.—The thief *broke through* the wall of the house. The cows *broke through* the hedge into the lawn.

Break up.—The meeting *broke up* (dispersed) in great confusion.

Break with.—I cannot *break with* (cease to be a friend with) my neighbours.

12. **BRING.**

Bring about.—Innumerable changes have been *brought about* (caused) in the country by Mr. Brayne through his propaganda for rural uplift.

Bring down.—Her pride was *brought down* (humbled) by her failure in the examination.

Bring forth.—At the age of twenty-five, she *brought forth* (gave birth to) her fourth son.

Bring forward.—He *brought forward* some letters to prove his innocence. He carefully *brought forward* last month's balance over to the current month.

Bring in.—His shops *bring in* a large income.

Bring on.—Intemperance *brings on* (causes) many diseases.

Bring out.—The enquiry of the police has *brought out* (exposed) many secrets.

Bring over.—He did his best to *bring* me *over* to his side (to cause to change sides).

Bring to.—The enquiry *brought to* light (exposed) many abuses. At last the Great War was *brought to* an end by the Treaty of Versailles.

Bring up.—I was *brought up* (trained) by my brother to be a carpenter.

13. CALL.

Call at.—I shall *call at* (pay a short visit to) your house at 4 o'clock.

Call for.—Your absence from the class *calls for* (demands) punishment.
I have *called for* his explanation.

Call forth.—Danger *calls forth* (requires the exercise of) fortitude.

Call in.—Please *call in* a doctor at once.

Call off.—His attention was *called off* (diverted) from his studies by a noise. The strike was *called off* by the starving workmen.

Call on.—I *called on* (paid a short visit to) him last Monday.

Call out.—My brother *called out* (uttered loudly) something, but I could not catch his words.
He *called out*, "Thief! Thief!" in fear.

Call over.—Please *call over* the names on the roll.

Call to.—He *called to* (addressed in a loud voice) him over and over again, but got no reply. He will be soon *called to* account. Rajindar has been *called to* the bar.

Call up.—I could not *call up* (recollect) his name. I was *called up* at midnight by my friend.

14. CARRY.

Carry away.—The child was *carried away* by the monkeys.
He is apt to be *carried away* by pity.

Carry off.—Many people of the province have been *carried off* by cholera this year.

Carry on.—The younger brothers *carried on* the business after their elder brother's death.

Carry out.—I dismissed the servant for he did not *carry out* my orders.

Carry through.—Honest labour will *carry* you *through* your difficulties.
However ill-begun the work, it must be *carried through*.

15. COME.

Come about.—I do not know how that event *came about* (took place).

Come across.—She related the story to every man she *came across* (accidentally met with).

Come by.—The boy could not explain how he *came by* (obtained) the ring.
He *came by* his death in a mysterious way.

Come down.—Rice has *come down* (fallen in price).

Come into.—On his uncle's death, he *came into* (got) a fortune again.
Dyanand *came into* the world when people, in general, were almost quite ignorant of the Vedas.

Come of.—He *comes of* (descends from) a respectable family.

Come off.—The marriage will *come off* (take place) on Monday next.

Come out.—An English translation of the Quran has *come out* (been published) recently. He has *come out* successful.

Come round.—He will soon *come round* (recover from illness), being under the treatment of a good physician.

Come to.—The funds realised from the gathering will *come to* (amount to) a large sum.

Come upon.—I *came upon* (accidentally met with) a hidden treasure while looking for herbs in the hills.

While the scuffle was yet going on, a policeman *came upon* the scene.

Come up to.—The result has not *come up to* our expectations.

16. COMMUNICATE.

Communicate to.—Please *communicate* this news *to* my father.

Communicate with.—He *communicated with* me on that subject.

17. COMPARE.

Compare to.—Things dissimilar are *compared to* one another by way of illustration : as, Death is *compared to* sleep. Shakespeare *compares* this world *to* a theatrical stage. Money may be *compared to* manure ; if gathered in heaps, it does no good.

Compare with.—Similars are *compared with* similars ; as,

Compare the character of Lord Buddha *with* that of Mahavira.

The great Indian poet Kalidas is often *compared with* Shakespeare.

18. CONFER.

Confer on.—The head master *conferred* a favour *on* me.

Confer with.—He *conferred* (consulted) *with* my father about his sister's marriage.

19. CONFIDE.

Confide in.—I have no friend to *confide in* (to put faith in).

Confide to.—I cannot *confide* the secret *to* a stranger.

20. CONSIST.

Consist in.—True courage *consists in* (lies in) the defiance of danger and pain.

Consist of.—The army *consisted of* about twelve hundred men.

Consist with.—Health *consists with* (agrees with) temperance alone.

21. **CORRESPOND.**

Correspond to.—The trunk of the elephant *corresponds to* (resembles) the arm of a man.

Correspond with.—His views do not *correspond with* (agree with) mine. Ram does not *correspond with* (write letters to) his father regularly.

22. **CRY.**

Cry down.—His acts were *cried down* (depreciated) by his enemies.

Cry for.—The blood of the murdered *cries for* (desires) vengeance.

Cry out.—The child *cried out* for fear.

Cry to.—The children *cried to* their mother for food.

Cry up.—He *cries up* his own articles as the best.

23. **DEAL.**

Deal by.—He does not *deal* fairly *by* (behave towards) his domestic servants.

Deal in.—The man *deals in* tea. He *deals* frequently *in* foul terms.

Deal out.—The Magistrate asked him to *deal out* (distribute) food to the needy people of the village.

Deal with.—The book *deals with* religion. You should *deal* fairly *with* every one.

24. **DIE.**

Die by.—Men *die by* weapons, *by* poison, etc.; as, He *died by* his own sword.

Die from.—Men *die from* some cause as overwork; as, The widow *died from* starvation.

Die of.—Men *die of* a disease; as, He *died of* cholera.

25. **DIFFER.**

Differ from.—How does an adverb *differ from* (is unlike) an adjective? They *differed from* each other in disposition.

Differ with.—The gentleman *differs with* (to be at variance with) me on that point.

26. DISPOSE.

Dispose of.—The man has *disposed of* (sold) all his goods.

Dispose to.—Suspicion *disposes* kings *to* tyranny. Frequent visits to the cinema *dispose* students *to* extravagance.

27. DO.

Do.—Sleeping over your work will never *do.*

Do away with.—That custom has been *done away with* (discontinued).

Do for.—The box will also *do for* (serve the purpose (of) a table.

Do into.—*Do* this passage *into* (translate into) English.

Do over.—I was asked to *do* the thing *over* (to do it a second time.)

28. DRAW.

Draw off.—The army *drew off* (retired) in good order.

Draw on or upon.—I *drew on* (ordered for the payment of money) my banker to meet the expenses of my journey.

He was attacked with fever when the day of examination *drew on* (approached).

Draw out.—Even her old friends could not *draw* her *out* (induce her to give out her thoughts.)

Draw over.—He was *drawn over* (persuaded to change sides) to the side of his father's enemies.

Draw to.—His conduct was so graceful that I felt *drawn* (attracted) *to* him at once.

Draw up.—The soldiers were *drawn up* (arranged) in battle array. *Draw up* a cheque.

29. FALL.

Fall in.—The soldiers were ordered by their officer *to fall in.*

The roof of the house has *fallen in.*

Fall in with.—I *fell in with* (accidentally met) him in the bazar.

Fall off.—In the rainy season the number of students *falls off* (diminishes).

Fall on or **upon.**—They *fell upon* (attacked) the enemy.

Fall out.—Brothers should not *fall out* (quarrel) with one another.

Fall through.—Owing to the opposition of the secretary, the proposal *fell through* (failed).

Fall to.—When the dinner was brought in, we *fell to* eating (began to eat greedily) with great appetite.

30. GET.

Get at.—He could not *get at* (arrive at) the truth.
The cat sat waiting to *get at* the fat rat when it again came out of its hole.

Get down.—He *got down* three birds at a shot.

Get into.—Do not try to *get into* (enter) trouble with everybody.

Get off.—The thief *got off* (escaped) without being properly punished.

Get on.—I am *getting on* (making progress) well with my studies.

Get over.—A persevering man can *get over* (surmount) all obstacles.

Get through.—I have *got through* (finished) the book once.
He *got through* the examination.
The Marketing Bill has every chance of *getting through.*

Get to.—They *got to* (reached) their destination before dusk.

Get up.—He *gets up* (rises) early in the morning.

31. GIVE.

Give away.—The merchant *gave away* (made over) the whole of the property to the Poor Fund.
The Hon'ble Minister for Education *gave away* the prizes.

Give in.—The general *gave in* (yielded) when half his men had fallen in the battle.

Give out.—She is not in the habit of *giving out* (revealing) her secrets.

Give over.—Not seeing any chance of success, the man has *given over* (left trying).

Give to.—He is *given to* (addicted to) drinking.

Give up.—No persuasion, no bribe shall make him *give up* (ahandon) his point.

32. GO.

Go by.—One should *go by* one's parents' advice.

Go down.—This excuse won't *go down* (be accepted as valid) in a court of law.

Go in for.—Are you *going in* (competing) *for* the Indian Civil Service Examination this year?

Go out.—The light has *gone out* (become extinguished).

Go over.—I had no time *to go over* (read) these pages.

Go through.—I have *gone through* (finished) the book once.
He has *gone through* the time of trial.
She has *gone through* the operation.

Go off.—A hunter's loaded gun *went off* and hit his own chin.

33. HOLD.

Hold by.—Having nothing to *hold by* (adhere to), he fell to the ground.

He has now nothing left to *hold by* and shall have to earn his daily living to keep body and soul together.

Hold forth.—He *held forth* (spoke in public) his arguments in favour of Rural Uplift.

He *held forth* his cause in spite of strong opposition.

Hold in.—I advised him to *hold in* (restrain) his temper.

Hold off.—I shall not go out till the rain *holds off* (ceases).

Hold out.—He *held out* temptations to me.

Hold over.—The discussion was *held over* (postponed) to the next meeting.

Hold to.—He always *holds to* (sticks to) his principles.

34. INQUIRE.

Inquire about or **after.**—The head master *inquired about* the character of the boy.
The mother *inquired after* the health of her son.

Inquire into.—The police *inquired into* the cause of the murder.

Inquire of.—I *inquired of* (asked) the boy if his father had come back from overseas.

35. INTRUDE.

Intrude into.—The servant was punished for *intruding into* the room.

Intrude on or **upon.**—I beg to be excused for *intruding upon* your valuable time.

36. INVEST.

Invest in.—I have *invested in* my son all hopes of future prosperity.

Invest with.—He has been *invested with* the powers of a Magistrate of the First Class.
I have *invested* all my valuables *with* the Imperial Bank.

37. KEEP

Keep away.—The boy *kept away* (remained absent) from school for a week.

Keep down.—The rioters were *kept down* by the police.

Keep in.—I could not *keep in* (restrain) the horse.

Keep in with.—No gentleman can *keep in with* (be on friendly terms with) such a bad paymaster.

Keep on.—The man *kept on* (continued) singing.

Keep to.—Old man *keep to* (stick to) old customs.

Keep out.—This coat will enable you to *keep out* the cold.

Keep up.—It is regular exercise that *keeps up* (maintains) good health.

38. **KNOCK.**

Knock against.—He *knocked* him *against* the wall.

Knock at.—I *knocked at* the door.

Knock down.—He *knocked* me *down* with a heavy blow.
This watch was *knocked down* to me at the auction for five rupees.

Knock off.—I was compelled to *knock off* (cease from work) due to headache.

Knock out.—He *knocked* the tiger's brains *out.*

Knock under.—They had to *knock under* (submit) after all.

Knock up.—Please *knock* me *up* (arouse by knocking) at four in the morning.

39. **LOOK.**

Look after.—He employed a tutor to *look after* (take care of) his son.

Look at.—Please *look at* my certificates.

Look down upon.—The rich *look down upon* (treat with contempt) the poor.

Look for.—*Look for* the watch. I kept *looking for* his arrival.

Look forward to.—We *looked forward to* (waited eagerly for) the publication of the result of our examination.

Look into.—The auditor *looked into* (closely examined) the accounts.

Look on or **upon.**—The king should *look upon* his subjects as his own children.

Look out for.—The Inspector *looked out for* (searched for) some letters.

Look over.—The teacher *looked over* (examined) my answers.

Look through.—I have *looked through* (examined) the book written by you.

Look to.—We *look to* God for help.

Look up.—He who will not *look up* (aim high) will look down. What is *looking up* (rising) ?

Look up to.—They *look up to* (respect) their aunt as their own mother.
We *look up to* our elders for guidance.

40. **MAKE.**

Make at.—The furious bull *made at* (rushed against) the boy.

Make away.—He *made away* (transferred) his property to his nephew.

Make away with.—He *made away with* (killed) the king at night.

The stranger *made away with* the bag in the morning.

Make off.—The servant *made off* (ran away) with twenty rupees. After having taken his meals, the boy *made off* for the school.

Make out.—I cannot *make out* (understand) the meaning of this passage.

Make over.—He *made over* (transferred) his property to his eldest son.

Make up.—I shall try to *make up* my deficiency during the vacation. I shall try to *make up* with him.

41. **PART.**

Part from.—(to *part from* a person). He *parted from* his mother for two years.

Part with —(to part with a person or thing). He was unwilling to *part with* his servant.

Old men are unwilling to *part with* their money.

42. **PICK.**

Pick off.—The French General ordered the sharp shooters to *pick off* (to shoot one by one) their enemy.

Pick out.—He *picked* one *out* (selected) of the two hundred pictures.

Pick up.—The elephant can, with its trunk, *pick up* from the ground even a two-anna piece.

43. **PREVAIL.**

Prevail over.—Virtue always *prevails over* (gains superiority over) vice.

Prevail upon or **with.**—I *prevailed upon* (persuaded) him to agree to the proposal. No arguments *prevailed with* him.

44. **PROVIDE**

Provide against.—A prudent man should *provide against* the rainy day.
Provide for.—He *provided for* the education of his son.
Provide with.—The examinees will be *provided* with paper and ink.

45. **PULL.**

Pull in —*Pull* the horse *in* (check his speed).
Pull off.—*Pull off* the weeds.
Pull on (well) with.—I am not *pulling on well with* (acting in harmony with) my co-workers.
Pull out.—He *pulled out* the snake from the hole.
Pull through.—I had an attack of typhoid, but I have *pulled through* (escaped with difficulty).
Pull up.—My friend was going to pass some remarks, but I *pulled* him *up* (stopped him). The head master *pulled up* (helped to get through) some very weak cases in the annual examination.

46. **PUT.**

Put by.—I have not yet been able to *put by* (save) a single penny.
Put down —The rebellion was *put down* (suppressed) with great difficulty.
Put forth.—I *put forth* (exerted) all my energy to finish the work before evening.
Put in.—Please *put in* a word for me.
Put off.—He *put off* (took off) his clothes and went to sleep. The case was *put off* (postponed) till the tenth of January.
Put on.—I asked him to *put on* (wear) his coat and go with him. He *put on* angry looks.
Put out.—Please *put out* (extinguish) the lamp.
Put up.—He *put up* papers to the officer. *Put up* a sign-board.
Put up with.—No gentleman can *put up with* (tolerate) such insolence.

47. RUN.

Run at.—The girl began to cry when an ox *ran at* her brother.

Run away.—The dog *ran away* (fled) as fast as possible.

Run down.—He set his dog *to run down* (chase) a fox.

Run into.—Do not *run into* debt.

Run out.—He *ran out* (exhausted) his father's property in three years. The lease will *run out* (expire) on the 30th of March.
The tooth-paste in the tube has *run out* altogether.

Run over.—The little girl was *run over* by a car.

Run through.—He *ran through* (wasted) his estate and wanted to borrow. The special train *ran through* non-stop for a hundred miles.

48. SET.

Set about.—He advised me to *set about* (begin) the business without delay.

Set down.—I *set* him *down* (rebuked) for his impertinence. This item was not *set down* (entered in writing) in the account book. Shedding a drop of blood was not *set down* in Shylock's bond.

Set forth.—The teacher asked me to *set forth* (describe) fully the Second Marhatta War.

Set in.—Winter has *set in* (begun).

Set off.—He will *set off* (start) for Calcutta tomorrow.

Set on or **upon.**—You have *set on* (instigated) him to insult me. He *set* a dog *on* the baggar.

Set out.—He *set out* for Karachi on the 10th ultimo.

Set to.—*Set to* (begin) work without further delay.

Set up.—He *set up* (established) a new school in his own village.

Set up in.—I have *set up* his brother *in* business.

49. **TAKE.**

Take after.—The boy *takes after* (resembles) his father.

Take down.—The Inspector *took down* (recorded) his statement.

Take for.—I *took* him *for* a learned man. He *took* stranger *for* a thief.

Take in.—He could *take in* (understand) what you said. This woman is too clever to be *taken in* (cheated).

Take to.—We should not *take to* (adopt) unfair means.

Take up.—There is none to *take up* our cause.

Take up with.—He was *taken up with* (occupied with) writing letters.

50. **TURN.**

Turn in.—I *turn in* (go to bed) at ten o'clock.

Turn into.—The passage was *turned into* (translated into) English.

Turn off.—He *turned off* (performed) a great deal of work in an hour and a half. The good people *turn off* no beggar without dole. The road *turns off* (deviates) to the left.

Turn on or **upon.**—The decision *turned on* (depended upon) a single fact.

Turn out.—The scheme *turned out* a failure.

Turn over.—His friends advised him to *turn over* a new leaf (to reform his conduct and begin a new life).

Turn up.—She *turned up* her nose (showed contempt by curling the nose) at my offer and went away.

Exercise 56

I. Make suitable sentences to illustrate the use of :—

(*a*) Agree in, act under, abound in, admit of, agree with, ask for.

(*b*) Break up, break in, bear out, bring out, call forth, carry out, come round, cry up.

(*c*) Deal with, die from, differ with, dispense with, do into, draw out, fall off, fall to, get at, get over.

(*d*) Give out, go in for, hold off, hold to, inquire into, keep up, keep out, knock down.

(*e*) Look for, look up to, look over, make off, pick out, pull through, put up, run down.

(*f*) Set in, set on, set up, take to, take in, turn off, turn over.

II. Fill up the blanks in the following by nserting suitable prepositions :—

(1) You should look——your finger nails every now and then.
(2) The fire broke——by negligence.
(3) A high wind rose ; soon the clouds broke—— and were dispersed.
(4) I took him——a doctor.
(5) His marriage comes——the 28th February.
(6) Overwork seems to have told heavily——his health.
(7) He cried——his goods to be the best, but none bore him——.
(8) He made——his mind without looking——the pros and cons of the affair.
(9) The fox tried its best to get——the grapes, but all in vain.
(10) The thief broke——the lock of the safe and made——the valuables.
(11) Many lives are carried——by Tuberculosis every year in India.
(12) When the boy comes——age, he will be vested——full rights of ownership.
(13) The merchant drew——the agreement with his co-dealer.
(14) Madan has cut——all connection with Mohan Singh.
(15) This time he has got——without punishment.
(16) He laid——a thousand rupees in land.
(17) He laid——the plan for a new bungalow.
(18) The mighty lay——the law.

(19) The clock is run——and will not go unless it is rewound.
(20) Many arterial roads take——from the Grand Trunk Road at different points.
(21) Having made——her mind to go out, the actress looked——her make-box.
(22) I differ—you in thinking that your book differs mine.

More Verb Idioms

Bear in mind—not to forget.
I will *bear* you *in mind* for the next vacancy.

Beat about the bush—to prove or say something in a roundabout way.
Instead of writing his answers to the point, he has been *beating about the bush*.

Beat the air—to waste efforts.
Instead of talking in a direct manner, some sorry leaders only *beat the air* with words.

Blunder away chances—to waste chances.
He *blundered away all his chances* in early days, and now has to be content with a cobbler's trade.

Blow one's pipe—to have one's own say always without caring for others' opinions.
He goes on *blowing his own pipe* even though none pays heed to him.

Boil down to—to condense into a few words.
His long letter of ten pages *boiled down to* a simple demand for money.

Break loose—to run at large; to go out of control.
When his temper *broke loose*, none could stand him.
His cow *broke loose* at night.

Break the ice—break silence.
When no letter passed between myself and my cousin for a year, I had *to break the ice*.

Bring (one) round—(1) to help one to recover.
When no treatment could *bring* Humayun *round to health*, Baber got ready for his supreme sacrifice.
(2) to make (one) to agree.

I argued long and late, but could not *bring* him *round* to my point of view.

Build castles in the air—to be given up to day-dreams.

Before taking his degree the young man *used to build castles* in the air, but they all melted away when he came face to face with life.

Burn the candle at both ends—to waste; to squander right and left.

After the death of his father, the ill-advised young man began *to burn the candle at both ends.*

Burn the midnight oil—to study deep into the night.

None ever achieved anything great without *burning the midnight oil.*

Burn with shame—to be overpowered with deep sense of shame.

At the follies of his son the father *burnt with shame.*

Burn (one's) boats—to cut off all past connections.

The young man *burnt all his boats* of a poor career in India and sailed to America to make a new start.

Buy a pig in a poke—to purchase a thing blindfold.

His purchase of mangoes was like *buying a pig in a poke.*

Bury the hatchet—to drop the quarrel; to make peace.

They *have buried the hatchet* and are friends again.

Call in question—not to believe in; to doubt.

My village Maulvi still *calls in question* some of the truths of science.

Catch red-handed—catch in the act of crime.

The constable *caught* the thief *red-handed* (while still in the act of stealing things).

Catch on the hip—to catch one badly, from where one cannot escape.

The pleader put forth such a plea that his adversary *was caught on the hip.*

Catch at a straw—to take advantage of any of the smallest chances of help.
A drowning man even *catches at a straw*.

Come of age—to be major ; in India to attain the age of 18 in case of boys and 16 in case of girls.
When the Prince of Siam *came of age*, he was given the gaddi.

Come true—to prove to be true.
Most of the readings of Bhrigu (a Hindu astrologer) *have come true*.
His dreams of a prosperous life *came true*.

Cover a lie—to conceal it.
Many foolish people, in order *to cover a lie*, tell a hundred and one more lies.

Cover a sin—to hide a crime.
Some wealthy people try *to cover their sins* by giving charity.

Cross (one's) mind—to occur to one.
I kept so busy all the day that it never *crossed my mind* whether I had taken my meals or not.

Crow over—to boast meanly.
True sportsmen do not *crow over* a defeated opponent.

Cut out for—to possess qualities that fit a person out for a certain job.
He seems eminently *cut out for* a leader.

Cut no ice—effect little or nothing.
Mere day-dreaming will *cut no ice ;* one should try to be practical.

Cut to the quick—prove very bitter.
His pointed remark *cut* his brother *to the quick*.

Dance to one's tune or **measure**—to obey anybody implicitly.
My immediate officer got me dismissed because I *would not dance to his tune*.

Dance attendance on—to flatter a man.
By *dancing attendance on* the Deputy Commissioner he got his son recruited as a clerk in his office.

Make both ends meet—to live within one's income. The phrase implies that the pinch of poverty is felt.

He does not earn much, but somehow *makes both ends meet.*

Dispense with—do without.

The bank manager *has dispensed with* the services of three clerks.

Do good to—prove efficacious or useful.

This medicine can *do* no *good to* advanced cases. His advice *did* me *no good.*

Do a good turn—to do a service.

A true scout considers his day wasted if he has not been able *to do* anybody *a good turn.*

Drive one into a corner—place one in a position from which there is no getting out.

Searching cross-examination by the judge *drove the* accused *to the corner.*

Eat beautifully (*v.i.*)—giving pleasure to eat.

Sweet melons *eat beautifully.* Ripe banana *eats beautifully* indeed.

Eat humble pie—apologise very humbly.

Gama, the Rustam of India, has made every wrestler who opposed him *eat humble pie.*

End in a draw—to end without result, with no side winning.

The hockey match between the Islamia and Khalsa Colleges *ended in a draw.*

End in smoke—come to nothing palpable.

All his efforts have *ended in smoke.*

Face the storm—to face opposition.

The leader said a few things for which he had *to face a storm* of public criticism.

Fall foul of—not to be able to hit the mark.

In spite of his great efforts he *fell foul of* success in the examination.

Fall back on—depend on.

The father having lost his job, the family had no other source of income *to fall back upon.*

He lays by some money every month *to fall back upon* in time of need.

Fight shy of—avoid ; to keep back from anything out of diffidence.

I *fight shy* of a captain's job.

Brave people only look to the means they adopt and do not *fight shy* of the consequences.

Fight tooth and nail—to put up a close fight.

He *fought tooth and nail* with his troubles.

Flog a dead horse—to waste energy ; from the picture of a man beating his dead horse in the hope of making it get up again to work for him.

Asking the rich miser for charity is like *flogging a dead horse.*

Follow suit—to do the same that another has done.

If one jackal begins to howl, the others at once *follow suit.*

Force an opinion on—to compel another to believe as we believe.

Some hot-headed religious fanatics *force opinions on* others at the point of dagger.

Get the better of—outwit ; defeat.

It is impossible to *get the better of* Mahatma Gandhi in arguments.

Get wind of—get information of ; get knowledge of.

Somehow the police *got wind of* the man who was counterfeiting coins.

Give a wide berth to—to keep at a distance from ; from the picture of a good man trying to sit away from hooligans.

Good students always try *to give a wide berth* to loafers.

Give (one) a hit on the head—to punish one typically.

In the beginning Rashid got the better of Mohan in the quarrel, but in the end Mohan *gave* him *a hit on the head.*

Give one the slip—to escape from (anyone).
When the thief saw the watchman following him, he turned aside and *gave him the slip.*

Give (one) the cold shoulder—to avoid meeting or talking to anyone ; to treat one indifferently.
A well-to-do class-fellow of mine *gave* me *a cold shoulder* when I sought his help.

Go back on—be unfaithful to ; to back out from.
We do not expect gentlemen *to go back* on their words.

Go in for—to offer to appear in.
My brother is thinking of *going* in *for* the I.C.S. after his M.A.

Go to dogs—be lost or ruined.
If you do not take care of your conduct, you will soon *go to dogs.*

Go to the wall—edge aside from struggle ; get beaten or fail.
The speculators prosper as often as they *go to the wall.*
The weaker must *go to the wall* ; it is the fittest only that will stand.

Hang about—to keep wandering near.
Book thieves keep *hanging about* school-rooms.

Hang on—depend on another to an undesirable limit.
He is grown up enough to earn for himself, but he still *hangs on* his uncle for help.

Hang heavy on one's hands—(talked of time) finding it difficult to pass.
Time *hangs heavy on one's hands* after one has been thrown out of work.

Have it out with—to quarrel in order to settle some issue.
Since he does not give up annoying me, I *will have it out with* him some day.

Hit the nail on the head—do the right thing in the right way.
Promising young men always learn early in life *to hit the nail on the head.*

Jump to a conclusion—make a conclusion without careful thought.

It is not safe to *jump to conclusions.*

Join forces with—to come to aid for better or for worse.

I had headache, now fever seems to have *joined forces* with it.

My younger brother *joined forces with* me and together we finished the work more quickly.

Keep an eye on—to watch ; take care of.

The police *keeps an eye on* the movements of bad characters.

In whatever you do, you should *keep an eye on* your future.

Leave (one) in the lurch—to desert one in a difficulty.

In the hour of trouble even my relatives went off and *left me in the lurch.*

Let (one) off—excuse one.

The Head Master caught a boy making mischief, but he *let him off* only with a warning.

Let the grass grow under (one's) feet—to lose time in inaction.

His friends got the job while he *let the grass grow under his feet.*

Live in glass houses—be open to criticism ; be in a weak position.

Those who *live in glass houses* should not throw stones at others.

Make a dash for—to try to reach the goal quickly.

Nazim was coming first in the mile race, but towards the close Sohrab *made a dash* for the goal and beat him.

Make amends for—to compensate for damage, injury or insult.

I spoke very kindly to him and thus *made amends for* my past rudeness.

Make free with—take liberties with.

Do not *make free with* school property.

Make good (one's) promise—to play up to the word given.

You can depend on Mr. Aslam ; he will always *make good his promise.*

Make it up with (one)—to be on friendly terms again.

My neighbour was on bad terms with me for some time past, but now he has *made it up with me.*

Make light of—to treat a matter lightly, not to attach any importance to it.

A true friend is he who does not *make light of* the need of his friend.

Make headway—to progress.

Boys who work at home side by side with class teaching, often *make headway* in studies.

Make the best of a bad bargain—to try to take the utmost advantage out of a bad situation.

His favourite horse became lame, but *to make the best of a bad bargain*, he exchanged it for an inferior one.

Make the most of—to get maximum advantage out of.

Jiwan seems to have *made the most of* the evening classes started by the school, for he has begun to improve.

Meet half-way—to make a settlement on equal terms.

Though he was the first to back out of the bargain, yet I am always ready *to meet him half-way.*

Mind (one's) own business—not to poke one's nose in others' affairs.

A policeman caught a culprit and an outsider began to plead for him. At this the constable asked him *to mind his own business.*

Mix up issues—to confuse matters.

Let us look to every side of the matter separately rather than *mix up issues.*

Mix with—to keep company with.
As a matter of fact, I would not like *to mix with* wicked fellows.

Mince matters—to speak of things with affected delicacy or to soften an account unduly.
Abraham Lincoln never *minced matters*; he always spoke the truth whether it was pleasant or not.

Mount the high horse—to try to look important.
Ever since he has been posted to the officer grade, he seems to be *mounting the high horse.*

Nurse a grudge against—to entertain grievance against.
Ever since I have opposed him in the elections, he has *nursed a grudge against* me.

Palm off—cheat another out of hand.
The agent tried his best *to palm off* that useless stock of goods on me.

Pay off an old score—to take revenge for a past injury.
By sending his neighbour's cattle to the pound he only *paid off an old score.*

Pay (one's) way—meet one's expenses by one's own earning (said of people under training).
While in America he worked on the farms during holidays and thus *paid his own way* at college.

Pin faith on—believe firmly in.
I *had pinned faith on* my elder brother's help, but he failed me in the time of need.

Play a part—pretend, only to make a show of sincerity.
My officer *was* only *playing a part*; he did not mean sincerely all that he said.

Play the rogue—play a wicked part in anything; to be underhand in one's dealings.
Fair-minded people hate *playing the rogue* by others.

Play (one's) cards well—make a clever use of all the qualities one possesses.
Anyway, it must be said to the credit of Shankar that he *has played his cards well* so far.

Play second fiddle to—act only as a subordinate.
A strong and proud leader like Mr. Bannerji could not *play second fiddle to* anybody.

Plead guilty to—to admit one's crime.
The accused *pleaded guilty to* the charge in the law court.

Pocket an insult—not to take notice of an insult.
Cutting remarks were made against him in the meeting, but he *pocketed the insult* and went away quietly.

Pull a long face—to feel wounded.
The child *pulled a long face* when the teacher refused him permission to leave the class-room.

Put heads together—to co-operate with another in thinking and planning.
My opponents *put heads together* and planned my fall.

Put the best foot forward—to start to do things earnestly ; to do one's best to win a success.
After failing to get service, he *put his best foot forward* to set up in business.

Rub about—to dance attendance with affection.
When I come home, my dog *keeps rubbing about* me.

Rub shoulders with—meet.
In this wide world we have *to rub shoulders with* all sorts of men.

Run a business—own a business.
He is *running a paying business* in leather goods.

Run short of—to be deficient in.
I have *run short of* money this month.

Run a risk—to run into danger.
It is no use *running risks*, even though there be great temptations.

Much of the valuables could be extracted from the house in flames, but who should *run the risk* of entering it?

Sail under flying colours—to follow a successful course in life.

In spite of opposition he *sailed under flying colours.*

Serve (one) right—treat a person as he deserves.

He lodged a blow on the nose of the rogue and said, "This *serves you right.*"

Show the visitor in—to take a visitor along into a house.

The peon *showed the visitor in* after obtaining permission from the Head Master.

Snapped (one's) fingers at—treat with contempt.

The factory manager *snapped his fingers* at the demands of the workmen.

Stand in (one's) way—come in as a check or a hindrance.

He wanted to work very hard indeed, but his illness *stood in his way.*

Stand (one) in good stead—to prove useful.

Money laid by bit by bit *stands one in good stead* in the hour of need.

Stand upon ceremony—observe formalities ; keep one's distance.

He wanted to make friends with the minister's son, but the latter *stood on ceremonies.*

Stop short—not to reach the goal ; to stop suddenly.

I could have covered the distance in an hour's time, but the car *stopped short* for want of petrol.

While I was leaping about, my wrist-watch *stopped short.*

Stop at nothing—be cowed down by no obstacles.

Once a wicked man has thought of playing the devil, he will *stop at nothing.*

Take exception to—object to differ from.

When some boys proposed to tease a blind beggar, I *took exception to* it.

Take (one's) cue from—be guided by.
When I attempt a new course of study, I *take my cue from* those who have successfully been through it.

Tide over—overcome.
The attack of the disease was strong, but the patient's strength helped him *tide over.*

Turn the tables on—turn the issue (result) against.
Our team pressed hard in the first half, but *tables were turned on* it in the second half.

Turn to good account—turn to advantage ; to put to good use.
He *turned* his powers of speech *to good account* by taking up the career of a public leader.

While away time—pass otherwise vacant time in amusement.
During long vacation, students *while away their time* in sightseeing.

Wind up a business—close down.
Having suffered heavy losses, the manager was compelled *to wind up the business.*

CHAPTER XXV

IDIOMATIC PHRASES

The student should carefully study the idiomatic phrases listed below and try to use them in his own composition at appropriate occasions. This will help him in improving his style.

I. Prepositional Phrases

According to.—He acted *according to* his brother's instructions and he benefited.

At variance with.—He is *at variance with* what you say.

At the top of.—He called me *at the top of* his voice.

At home in.—He is *at home in* Mathematics.

At the mercy of.—Every new entrant is *at the mercy of* the seniors in the office.

At enmity with.—He is *at enmity with* his brother.

At the conclusion of.—*At the conclusion of* the lecture there will be an appeal for donations.

At the risk of.—I rescued the boy from drowning *at the risk of* my own life.

At daggers drawn.—He is *at daggers drawn* with his neighbour.

As well as.—He *as well as* you should go to the school.

At the same time.—In 1935 he was studying at the Government College, *at the same time* he was running his own business on the Mall.

As far as.—*As far as* I can perceive, I see no way out of the difficulty.

As long as.—*As long as* I am here, you need not be afraid of anything.

At the discretion of (depending on the decision of).—He took up science *at the discretion of* his father.

Because of.—He has obtained so high an education *because of* his father being a very rich man.

By means of.—He got to the roof *by means of* a ladder.

By the side of.—The patient's mother got her bed prepared *by the side of* her son's.

The woman, whose husband had passed off in the morning, got a pyre prepared *by the side of* her husband's and entered the burning pyre alive.

By dint of.—He made his way through difficulties *by dint of* hard struggle.

He made his way in life *by dint of* hard work.

By force of.—Your bicycle dynamo works *by force of* the frictional electricity produced at the time when the bicycle is moving.

By way of.—I write *by way of* keeping myself busy with something or the other.

For fear of.—*For fear of* being punished at school by the teacher, the boy prepared his lessons thoroughly.

For want of.—*For want of* a pen he could not take down the notes given by the teacher in the class.

For the purpose of.—He went to the bazar *for the purpose of* purchasing some books.

For the sake of.—The younger brother quarrelled with his sister *for the sake of* a pencil.

In accordance with.—He acted *in accordance with* his father's instructions.

In keeping with.—It is not *in keeping with* the honour of a gentleman to go about telling lies.

In case of.—*In case of* rain, I will come in the bus.

In the course of.—He did not interrupt me *in the course of* my talk.

In the cause of.—He laid down his life *in the cause of* the motherland.

In honour of.—They gave the Premier an address *in honour of* his first visit to the town.

In spite of.—*In spite of* poverty, he would not work.

In lieu of.—The rich man gave him half his wealth *in lieu of* the care he had taken of his son.

In the gift of.—Higher posts are *in the gift of* the minister.

In the heat of.—*In the heat of* the moment he forgot to bring his notes along.

In the heat of departure he forgot to give his son necessary instructions.

In the teeth of.—He has succeeded *in the teeth of* opposition.

In the pay of.—Many spies *in the pay of* the Russian Government were found to be working in different countries.

In the face of.—He kept calm even *in the face of* dangers.

In favour of.—I am not *in favour of* teasing beggars.

In search of or **in quest of.**—The explorer went *in quest of* some unknown lands.

A true scholar is always *in quest of* more knowledge.

In the guise of.—Raja Nala spent his days of misery *in the guise of* Vahuka.

In connection with.—He told me all that he knew *in connection with* the murder.

In the heart of.—We saw a hermit's hut *in the heart of* the jungle.

In front of.—The parties came to blows *in front of* the court room.

In point of.—*In point of* wealth he is far richer than any of us.

On purpose.—To-day I have come to you *on purpose* to see if you can help me out of my present fix.

At the point of.—He was *at the point of* death when the doctor was called in.

On the brink of.—When he was *on the brink of* ruin, his friends deserted him.

On the ground of.—He declined my invitation to tea *on the ground of* ill-health.

On behalf of.—The zaildars gathered to meet the Premier *on behalf of* the peasants.

On the score of.—He treated him badly *on the score of* an old grudge.

On account of.—The crops were ruined *on account of* want of rain.

With a view to.—He came to town *with a view to* finding some work.

With regard to.—*With regard to* others' affairs I know nothing.

With an eye to.—He is laying by some money every month *with an eye to* his future needs.

With reference to.—*With reference to* your request for money, I am sorry to say that I am helpless.

II. Noun Phrases

A. B. C. of.—Poor fellow ! he does not know even the *A. B. C. of* manners.

Apple of (one's) eye.—Her only child is the *apple of her eye.*

Apple of discord.—Bone of contention. The *apple of discord* between the brothers is their father's landed property.

Beast of burden.—The mule is a sturdy *beast of burden.*

Bed of roses.—Life is a struggle, not a *bed of roses.*

Bird of passage.—The cuckoo is a *bird of passage.* A *bird of passage* is generally rich in experience of life. (A migratory bird—"a rolling stone".)

Bread and butter.—'More *bread and butter*' is the cry of every nation to-day.

Have a card up one's sleeve.—It is wise to *have* always a new *card up one's sleeve* (a new plan ready at hand).

Child's play.—Public leadership is no *child's play.*

Chip of the old block.—Jawahar Lal Nehru is after all a *chip of the old block.*

Cock and bull story.—It is no use telling *cock and bull stories* (cooked up tales).

Days are numbered.—Old and infirm as he is, his *days* seem *to be numbered.*

Dog's life.—The step-mother has been making her step-son lead a *dog's life.*

Drop in the ocean.—All that we know is not even a *drop in the ocean.*

Eye sore.—A step-child is often a regular *eye sore* to a step-parent.

Feather in (one's) cap.—Bose's re-election has added a *feather in his cap.*

Life and soul of.—Sir Sikandar is the *life and soul of* the Punjab Cabinet.

Lion's share of.—He took to himself the *lion's share of* talking at the meeting.

Man of straw.—It is never safe to depend on a *man of straw* (of no importance).

Mine of.—Industry is a *mine of* wealth.

Prey to.—Unvaccinated as he was, he fell *prey* a *to* smallpox.

Right-hand man.—The second master should always try to be *the right-hand man* of the head master.

A promising son always tries early to become *the right-hand man* of his parents.

Screw loose.—It is evident that mad people have some *screw loose* in the head.

Slow merchant.—He is too much of a *slow merchant* at batting.

Three R's.—(Reading, (w)riting and (a)rithmetic.) In our primary schools we attempt nothing beyond the *three R's.*

Walk-out.—The dissenting members *staged a walk-out* in the Board meeting.

Thin end of the wedge.—Frequent dacoities in the villages seem only to be the *thin end of the wedge* for further lawlessness.

Yeoman's service.—Mahatma Hans Raj rendered a *yeoman's service to* the D. A.-V. College.

III. Adjectival and Participial Phrases

A-1.—His preparation for the examination is really *A-1* (excellent or first class).

Above the mark.—Throughout his life he kept his conduct *above the mark* (irreproachable).

After one's heart.—Jamil is not a friend *after my heart.*

At the rage.—Khadi is now *at the rage* in all ranks of society.

At large.—He spent all his life as a gentleman *at large* (doing nothing).

A tiger ran *at large* from the zoo.

At one's wit's end.—For some time I was *at my wit's end*, but I soon found the solution.

At one with.—On the question of child marriage we are *at one with* each other (agree with).

At sixes and sevens.—The things were lying in his room *at sixes and sevens* (in disorder).

Beside (oneself) with grief.—I was *beside myself with grief* when I had lost all my money in one bargain.

Beside the mark (not to the point).—It never pays to hit *beside the mark.*

Black sheep.—One *black sheep* spoils the whole flock.

Broken reed.—I am sorry I trusted that *broken reed* of a fellow.

Cast down (dejected).—He was *cast down* on account of the sudden death of his mother.

Chicken-hearted.—When the time to act came near, he backed out like a *chicken-hearted* fellow.

Close shave.—By a quick leap, I saved myself from the speeding car. "That was a *close shave*," I said. (Narrow escape).

Dead letter (a law which is no longer observed.)—Some of the laws of the Moghuls are only a *dead letter* now.

A *dead letter* also means a letter which lies undelivered in the post office, because the addressee cannot be found.

Down and out at the heels.—After the failure of his business, he was *down and out at the heels* (in great poverty).

French leave (leave without permission).—For at least three days of the week he is on *French leave.*

Hard nut (difficult thing to do).—His riddles are *hard nuts* to crack.

Hard up.—I feel *hard up* for money these days.

High spirits.—After winning the match the team left the field in *high spirits.*

Hot water (difficulty).—His bad habits of drinking and gambling soon pushed him into *hot water.*

In earnest.—I am quite *in earnest* to see you succeed this year.

Last straw.—The *last straw breaks the camel's back.*

Of the first water.—Jawahar Lal is a statesman *of the first water.*

On the cards (likely).—His success in the examination is now *on the cards.*

An open secret.—The German ambition for colonies is *an open secret* now.

Point-blank.—He refused my request *point-blank* (curtly).

Rainy day (the day of want).—One should always lay by something for the *rainy day.*

Red-letter day.—Twenty-sixth of January may become a *red-letter day* in India in the near future.

Riddled with.—The flag was *riddled with* bullets.

Scot-free.—The culprit got off *scot-free* even the second time (unpunished, safe or unhurt).

Short temper.—Unpopularity waits on *short temper.*

True to (one's) salt.—*True to her salt*, the nurse sacrificed her own babe to save Udai Singh.

White lies.—His statement was a tissue of *white lies.*

IV. Some Adverbial Phrases

Above all.—*Above all*, be sincere in what you say.

Above board.—Whatsoever he did was fair and *above board* (open).
After all.—*After all* you are in the wrong.
Again and again.—Do this lesson *again and again.*
Over and again.—I have warned you *over and again* to keep away from him but you do not listen to me.
Once and again.—Run up to that post *once and again.*
Over and over again.—Do not trouble me *over and over again.*
Time and again.—Do not come to me *time and again.*
At all.—He will not go there *at all.*
At large.—The prisoner is *at large* (free) once again.
All the same.—It is *all the same to* me whether you help me in this work or not (immaterial).
He is not well up in Mathematics; *all the same* we may admit him (nevertheless).
All of a sudden.—*All of a sudden* there was a shower of rain.
At any rate.—I must finish my work by Monday *at any rate.*
As a matter of fact.—He does not look more than twenty-seven; *as a matter of fact* he is more than thirty-one.
Before long.—I will inform you of the whole matter *before long.*
By and by.—You will come to know everything *by and by* (before long or presently).
By rote.—He learns everything *by rote.*
By the by.—I may tell you *by the by* that your sister has secured the first prize (incidentally).
By heart.—Learn this poem *by heart.*
By no means.—*By no means* can you accomplish this.
By far.—He is *by far* the best boy of the class.
Far and away (out and away or **out and out).**—He is *far and away* (or *out and away* or *out and out*) the best player in our hockey eleven.

Far and near.—He sought for his missing child *far and near.*

Far and wide.—His fame has spread *far and wide.*

First and foremost.—One should never tell a lie *first and foremost* (above all).

For long.—They had not to wait *for long.*

For the better.—This is a change *for the better.*

For the worse.—The patient suffered a change *for the worse.*

For certain.—Do you know *for certain* when he will return?

From time to time.—He went there to see me *from time to time.*

Hither and thither.—Students are walking *hither and thither* in the compound.

In time.—He was *in time* for the third paper. He is *in time* for meals.

Into the bargain.—He lost not only his brother but his two sons *into the bargain.*

Little by little.—*Little by little* everything will be finished.

Now and then or **every now and then.**—He writes to me *every now and then* (from time to time).

Off and on.—I have been learning French *off and on* for some time in the past.

On the contrary.—I do not like the man, *on the contrary* I detest the very look of him. I have nothing to say *to the contrary.*

On the one hand, on the other hand.—*On the one hand* you are anxious to gain success, *on the other hand* you don't want to labour hard for it.

Once for all.—I have told you *once for all* not to bother me any more.

Over and above.—*Over and above* his high talents he is very honest and frank.

On and on.—He walked *on and on* till he overtook his companions.

On the whole.—I am not satisfied with his work *on the whole.*

Sooner or later (or **in the long run**).—The wicked must come to grief *sooner or later.*

So far as (**as far as**).—*So far as* my knowledge goes, he has never been honest to anybody.

Through and through.—He is a scoundrel *through and through.*

Then and there.—I told them *then and there* not to do this (on the spot).

To and fro.—He walked *to and fro* on the platform.

With one voice.—They cried *with one voice* that they were not in favour of the proposal (unanimously).

In short.—*In short,* never try to harass anybody.

In particular.—He is weak in almost all the subjects, in Mathematics *in particular* (especially).

In future.—Do not repeat this *in future.*

On the morrow.—Who knows what is going to happen *on the morrow?*

Without fail.—This work should be finished by Saturday *without fail.*

By all means.—*By all means* you may come in.

In vain.—*In vain* you are trying for the job.

In secret.—He married her *in secret.*

In the dark.—It is never good to be *in the dark* about one's faults (to be ignorant of).

In and out.—Search *in and out* for the book I gave you the other day, and return it as early as possible.

Hard by.—There is a shop *hard by* (near). Go and bring a pencil.

At random.—Do not work *at random,* chalk out a programme and follow it (without aim or purpose).

In earnest.—From that day onward he began to work *in earnest* (sincerely).

In the least.—Do not be afraid *in the least.* Everything will turn out all right.

Backwards and forwards.—Look straight in front and do not look *backwards and forwards.*

For the best.—Everything is *for the best.* All that God ordains is *for the best.*

For good.—He left England *for good* and settled down in America.

V. Conjunctional Phrases

Both......and.—Rama is *both* a scholar *and* a sportsman.

As well as.—He *as well as* you will have to proceed to Amritsar.

No less than.—Ved is *no less* to blame *than* Raj.

Not only......but.—He was *not only* a drunkard *but* an adulterer too.

Not only......but also.— *Not only* he *but* you *also* are to be blamed for this.

No sooner......than.—*No sooner* did he step on the platform *than* the train steamed off.

As soon as.—*As soon as* he stood up on the platform to deliver his speech, the audience clapped vigorously.

As long as.—He kept troubling me *as long as* he was here.

Not to speak of.—*Not to speak of* understanding it, he cannot even read this letter.

In order that.—We all work *in order that* we may get something.

Either......or.—*Either* I *or* you must reach the station for his reception.

Neither......nor.—*Neither* you *nor* I can accomplish this.

Though (although......yet).—*Although* he worked hard, *yet* he got very poor marks.

Whether......or.—Let me know *whether* you will do this *or* not.

Rather......than.—I would *rather* starve *than* degrade myself.

Scarcely (or hardly) when (or before).—I was *scarcely* (or *hardly*) half a mile away from my place *when* (or *before*) it began to drizzle.

Such......as.—*Such* men *as* won't keep a promise can seldom be good friends.

As......as.—This room is not *as* long *as* it is broad.

As......so.—*As* you sow, *so* shall you reap.

So......as.—You are not *so* strong now *as* when I saw you last.

The same as.—This is *the same* dog *as* you met with the other day.

The same......that.—This is *the same* horse *that* we saw at the market-place last time.

The......the.—*The* more, *the* merrier. *The* deeper *the* well, *the* sweeter *the* water. *The* sooner you leave me, *the* better

Somehow or other.— *Somehow or other* he managed to pass.

So much so.—He is poor, *so much so* that he cannot even afford to have clothes for his body.

He worked very hard day and night, *so much so* that he fell ill and was unable even to appear in the examination.

Cannot but.—His father having died, he *cannot but* discontinue his studies now.

In case.—*In case* it rains, we shall stay here.

Inasmuch as.—He surrendered *inasmuch as* some followers of his had joined the other party.

Far......from.—*Far* be it *from* me to go against you ! I would rather like to serve you.

Far from giving up gambling, he always thinks about it and nothing else.

Had it not been.—*Had it not been* for your timely help, I would have been undone.

Lest......should.—He was in hurry *lest* he *should* be late.

As sure as.— *As sure as* you are reading this book, you shall have to vacate this room.

So that.—He went to Calcutta *so that* he may have some better prospects there.

Note.—*As......as* is used both in *Negative* and *Affirmative* sentences.
So......as is used in *Negative ones.*
No sooner is followed by *than.*
Scarcely is followed by *when* and not ' than '.
Although is followed by *yet* and not ' but '.
Lest is followed by *should* and not ' may '.

Exercise 57.

I. Construct sentences round the following phrases :—

(*a*) Make both ends meet, beat about the bush, break loose, build castles in the air, catch red-handed, come of age, make a clash, cross one's mind, fall back on, go back on, back out.

(*b*) Right-hand man, bed of roses, A-1, A.B.C., child's play, the lion's share, man of straw, a mine of, a prey to, screw loose.

(*c*) Cut to the quick, cut out for, call to account, live in glass houses, look down upon, meet half-way, play second fiddle to, put the best foot forward, scot-free, get wind of.

II. Use the following conjunctional phrases to make sentences of your own :—

Both......and, not only......but also, such......as, neither......nor, as......as, so......that, no sooner...... ...than.

III. Explain the meaning of the following idiomatic expressions in simple words :—

Dead letter, apple of one's eye, apple of discord, a white lie, a bone of contention, bed of roses, child's play, stand upon ceremony, wind up a business.

IV. Begin sentences with the following adverbial expressions and carry them through :—

In vain, for good, once for all, on the whole, for certain, time and again, before long, in fact, as a matter of fact, above all, all of a sudden, over and above, from time to time, little by little.

CHAPTER XXVI

COMMON MISTAKES

Note carefully the correct forms in the following sentences :—

I. With Nouns and Noun Phrases

1. The **scenery** here **is** charming. (Not *sceneries...are*).
2. How fine **is** this **furniture**! (Not *are the furnitures*)
3. He told me **this news**. (Not *these news*).
4. There **is** no **bread** in the cupboard. (Not *are...breads*).
5. He is prepared to **take trouble over** my work. (Not to *take troubles to do* my work).
6. There are many **poor (men)** in this city. (Not *poors*).
7. Charitable dispensaries are opened for **the poor**. (Not *poors*).
8. We should give alms to **the blind**. (Not *blinds*).
9. The **members of my family** love me one and all. (Not *family members*).
10. There is no **room** for me on this bench. (Not *place*).
11. I want some **blotting paper**. (Not simply *blotting*).
12. I shall write poem in my **copy-book**. (Not simply *copy*).
13. There are inspiring **poems** in this book. (Not *poetries*).
14. It is good to take **vegetables** in a large quantity. (Not *vegetable*).
15. Our class had a good **game** of football. (Not *play*).
16. I went to see a **play**. (Not *theatre*. A theatre is a play-house, not the play itself).
17. There are two **women** in the room. (Not *females*).
18. He gave me **many pieces of good advice** or **much good advice**. (Not *many good advices*).
19. His **hair is** long. (Not *are*).
20. She has fine white **hairs** on her head. (Not *hair*).
21. Put on your **spectacles**. (Not *spectacle*).

22. I spent my last summer **vacation** in Kashmir. (Not *vacations*).
23. Sohan is *one of my* best **friends**. (Not *friend*).
24. She secured very high **marks** in English. (Not *numbers*).
25. His **brother Akram's** marriage comes off next week. (Not *brother's*).

II. With Pronouns

1. **Neither** *came* in time. (Not *both* did not come).
2. **None of them** passed. (Not *they all* did not pass).
3. 'Are they hard working?' 'Yes, I **think so**.' (Not simply *think*).
4. We enjoyed **ourselves**. (Not simply *enjoyed*).
5. **He** and **I** went to Simla. (Not '*I* and *he*').
6. He is taller than **I** (am). (Not '*me*').
7. **Each** of them did **his** best. (Not *their*).
8. **Everybody** played **his** part well. (Not *their*).
9. **Your sincere friend** (or *yours* sincerely). (Not *your's* sincerely friend).
10. One must try to better **one's** lot. (Not *his*).
11. There shall never be any difference between **you** and **me**. (Not *I*).
12. Let you and **me** do this work. (Not *I*).
13. His conduct is such **as** cannot be forgiven. (Not *that*).
14. This is the same pencil **as** (or **that**) I bought yesterday. (Not *which*).
15. **You, he and I** have been fined. (Not *I, he and you*).

III. With Adjectives

1. **All these** books are mine. (Not *these all*).
2. **All his** class-fellows hate him. (Not *his all*).
3. You did not study **the whole day**. (Not *whole the day*).
4. I did not sleep **all the night**. (Not *the all night*).
5. **The whole of** India celebrated the Independence Day. (Not *whole*).
6. I came here **the day before yesterday**. (Not simply *day before yesterday*).
7. Hold it in **both hands**. (Not *both the hands*).
8. He is sure to get **pass** marks. (Not *passing* marks).

9. He is wiser than any other **man**. (Not *men*).
10. The price of this book is **two rupees**. (Not *rupees two*).
11. You are **older** than I. (Not *elder*).
12. Of the **two** pens this is the **cheaper**. (Not *cheapest*).
13. This is a **picture worth seeing**. (Not a *worth seeing* picture).
14. Please grant me **three days' leave** (or **leave for three days**). (Not *leave of three days*).
15. The **first four** chapters of this book are rather difficult. (Not *four first*).
16. Majid is our **common** friend. (Not *mutual*).
17. Your **loving** brother. (Not your *lovely* brother).
18. Death is **preferable to** disgrace. (Not *more preferable than*).
19. The **climate** of the Punjab is healthier than **that** of Bengal. (Not simply *than*).
20. I have **much money** in my pocket. (Not *many rupees*).

IV. With Articles

1. My brother is **an** M.L.A. (Not *a*).
2. **The** (or **a**) *cow* is a docile animal. (Not simply *cow*).
3. **A** great many men were killed in the battle. (Not simply *great*).
4. **Both the** brothers are cowards. (Not *the both*).
5. Hardwar is in **the** United Provinces. (Not simply *United Provinces*).
6. I am **the** best student of my class. (Not simply *best*).
7. **Gold** is **a** precious metal. (Not *the gold*).
8. **The Ganges** is a sacred river. (Not simply *Ganges*).
9. I got **employment** here. (Not *an* employment).
10. I have **urgent** business here. (Not *an* urgent business).
11. This horse cost me **a hundred rupees**. (Not simply *hundred rupees*).
12. I have *never* read so interesting **a story**. (Not simply *story*).
13. He is a man of **few** words. (Not *a few*).

14. Please send **word** of your success as soon as possible. (Not *a word*).
15. What **a fool** you are ! (Not simply *fool*).
16. Don't make **a noise**. (Not simply *noise*).
17 What kind of **fruit** is it. (Not *a fruit*).
18 This is **news** to me. (Not *a news*).

V. With Verbs

1. I **asked him** why he was sad. (Not *asked from him*).
2. I **do not** care **what you do**. (Not 'I do not care *for* you').
3. He does not **take care of** his books. (Not 'does not care *for*').
4. He takes no **care over** his work. (Not 'does not care *for*').
5. No one **took care of** the child after its mother had died. (Not 'cared *for*').
6. He told me that he **had** read Dicken's Pickwick Papers. (Not simply *read*).
7. Yesterday I met a boy who **had been** my class-fellow. (Not *was*).
8. I gave a slap on his face before he **had opened** his mouth to abuse me. (Not simply *opened*).
9. When I *go* to Amritsar, I **shall visit** the Golden Temple. (Not *shall go*).
10. The teacher **found out** that the boy had copied. (Not *came to know*).
11. It is against good manners to **make jokes** in the presence of your teachers. (Not *cut*).
12. I **told** my servant to bring me a cup of milk. (Not *asked*).
13. I **asked** my teacher to correct my composition. (Not *told*).
14. Why is he **giving** you **trouble** ? (Not '*troubling* you').
15. He has pain **in his foot**. (Not 'His foot is paining').
16. My tooth is **aching**. (Not *paining*).
17. Nehru **made** an inspiring speech. (Not *gave*).
18. The professor **gave** a lecture. (Not *made*).
19. I go **off** my bicycle. (Not *down from*).
20. He had **ordered** a new suit. (Not *ordered for*).

21. **Many a** student **fails** through sheer lack of work. (Not *fail*).
22. Two and two **make** four. (Not *makes*).
23. The ship **sank**. (Not *was drowned*).
24. I shall **stay** here for a few days. (Not *live*).
25. Hamid **scored** a goal. (Not *made*).
26. Hari **begot** a son. (Not *gave birth to*).
27. He is in the habit of **telling lies**. (Not *speaking*).
28. He asked me to lend him some money, but I **refused**. (Not *denied*).
29. The accused **denied** having committed theft. (Not *refused*).
30. He had a fall down a flight of steps and **was killed**. (Not *died*).
31. He is **addicted** to gambling. (Not *devoted*).
32. Akram is a **notorious** dacoit. (Not *famous*).
33. The murderer was **hanged**. (Not *hung*).
34. The teacher asked me **look** at the blackboard. (Not *see*)
35. He **returned** (or **came back**) from Calcutta last evening. (Not *returned back*).
36. Please **erase** this sentence. (Not *cut*).
37. Our teacher **gave a test** in History. (Not *took*).
38. We **took a test** in Geography. (Not *gave*).
39. **Make a fair copy** of your summary. (Not *fair out*).
40. **Look up** these words in the dictionary. (Not *see*).
41. I have not yet **looked over** your answer-book. (Not *seen*).
42. He **has failed** in the examination. (Not *is fail*).
43. I **arrived** here yesterday. (Not *have arrived*).
44. I dare not **disobey** him. (Not *to disobey*).
45. He **has been** suffering from dysentery for three days. (Not *is*).
46. Sixteen annas **is** equal to one rupee. (Not *are*).
47. "Gulliver's Travels" **is** an interesting book. (Not *are*).
48. Either Sohan or Mohan **has** broken my ink-pot. (Not *have*).
49. Neither you nor I **am** in the wrong. (Not *are*).
50. Either Majid or his brothers **are** guilty. (Not *is*).
51. John as well as his companions **is** a rogue. (Not *are*).

52. Maqsud and not his brothers **is** to blame. (Not *are*).
53. The master with his servants **was** killed. (Not *were*).
54. He asked me **why I was laughing**. (Not *why are you laughing*).
55. The teacher told the boys that union **is** strength. (Not *was*).
56. She cries as if she **were** a child. (Not *is*).
57. **May** I come in, sir? (Not *can*).
58. Having failed in the first attempt, **he made another**. (Not *another was made*).
59. If I **were** he, I would refuse to go there. (Not *was*).
60. If you had not wasted your time, you **would have passed**. (Not *would pass*).

VI. With Adverbs

1. I am **very** glad. (Not *very much*).
2. Please tell the story **in detail**. (Not *in details*).
3. Yesterday **evening** I went to see him. (Not *in the night*).
4. He behaved in a **cowardly* manner**. (Not *cowardly*).
5. He lives in a **miserly way**. (Not simply *miserly*).
6. She sings **well**. (Not *good*).
7. He is **very** thankful to me. (Not *much* or *too*).

[***Cowardly** and **miserly** are **Adjectives** and not Adverbs.]

VII. With Conjunctions

1. **Though** he is poor, he is content. (No '*but*', '*still*' or '*yet*' after the comma).
2. Although he is poor, **yet** content. (Not '*but*').
3. **As** he is ill, **he** cannot go to school. (No '*so*' after the comma).
4. **If he** is honest, **he** will not tell a lie. (No '*then*' after honest).
5. No sooner **had** I rebuked him than he began to cry. (Not *I had*).
6. Neither **does he smoke** nor **does he gamble**. He neither smokes nor gambles. (Not 'Neither *he smokes* nor *he gambles*').
7. **Supposing he does not come,** what will you do? (Not '*Supposing if* he does not come').

8. I had scarcely heard the news **when** she wept aloud. (Not *than*).
9. Twelve years have passed **since** I left the Government College, Lahore. (Not *when*).
10. Not only **does** he **gamble**, but drinks too. (Not *gambles*).

VIII. With Prepositions

1. He has been ill **for** three days. (Not *from*).
2. It has been raining **since** 12 o'clock. (Not *for*).
3. This cloth is inferior **to** that. (Not *than*).
4. He **resembles** his brother. (Not *resembles to*).
5. Send this letter **to** my address. (Not *on*).
6. Adam **corresponds to** Shiva in the Hindu mythology. (Not *with.*)
7. I go **to** my work *in* the morning. (Not *on*).
8. I **reached** Srinagar on the 5th of July. (Not *reached to*).
9. I **told** my servant to go. (No *told to*).
10. The examination begins **on** December 1st. (Not *from*)
11. He was cured **of** his fever. (Not *from*).
12. He threw the revolver **into** the well (Not *in*).
13. This is a custom **among** the Christians. (Not *in*).
14. Write this letter **in** ink. (Not *with*).
15. It is a good pen **to write with.** (Not simply *to write*).
16. He gave me a chair **to sit in.** (Not simply '*to sit*').
17. He **married** Shila. (Not *married with*).
18. Africa is called **by** different names (Not *with*).
19. He **accompanied me** (Not *with me*).
20. Do not spend money **on** useless things. (Not *for*).
21. We went **for** a ride. We *went* **riding**. (Not *went for riding*).
22. I **pitied** him. (Not *on* him).
23. I am angry **with** you. (Not *on*).
24. My teacher is pleased **with** me. (Not *on*).
25. I prevented him **from** *going* there. (Not *to go*).
26. **On** the way I met an old friend. (Not *in*).
27. It is half past eight **by** my watch. (Not *in*).
28. This water is good **to drink.** (Not *for drinking*).
29. I shall take revenge **on** you. (Not *from*).
30. Open your book **at** page 21. (Not *on*).

31. He **insisted on** my going away. (Not *insisted me to*).
32. She **persisted in** her folly. (Not *on*).
33. Please **sign** here. (Not *sign on*).
34. I want to **dispose of** my old bicycle. (Not *off*).
35. Copy this letter word **for** word. (Not *by*).
36. My uncle **picked** a quarrel with his neighbour. (Not *picked up*).
37. You and he cannot **pull** tegether. (Not *pull on*).

IX. Two Words or One ?

The following should be written as one word :—

Afterwards	cannot	moreover	schoolboy
almost	everybody	newspaper	somehow
already	everyone	nobody	sometimes
anyhow	everywhere	nowadays	to-day
anyone	into	ourselves	together
anything	meanwhile	outside	to-morrow

The following should be written as two words :—

All right	all round	at least	at once
no one	per cent	do not	well done

Exercise 58

I. Correct the following sentences :—

(1) He told these news to his mother.
(2) He takes troubles to do his works.
(3) I have exchanged my old furnitures for new.
(4) There are no breads in his home.
(5) He takes down his notes in a special copy.
(6) Our boarding is under repair.
(7) There is no more place on this bench.
(8) Many females also attended our prize distribution.
(9) Let us live like good brethren, being sons of the same parent.
(10) Give me blotting, please.
(11) Do you know when will the school re-open ?
(12) His wife leads him by his nose.
(13) He said me many a good stories.
(14) The sceneries of Kashmir are very captivating.

(15) None from your class were present there.
(16) His father was died when he was small.
(17) Good boys always obey.
(18) You wanted shoe, have you ordered ?
(19) From Friday last he is away.
(20) Please ask to him that why did he call me bad names ?
(21) Those who are industrious they overcome all difficulties.
(22) If my ill-health were not on the way I could put in harder work.
(23) He always meets me in my way to school.
(24) He produces only vegetable and fruit in his farm, not grains.
(25) He asked me where are you going.

Harder Cases

(1) With a view to obtain knowledge he joined a school.
(2) Whole India deplores his death.
(3) I have bought a new pair of shoes.
(4) Ruin stared in her face.
(5) Wrong or right I am determined to go.
(6) I do not like either of your party of five.
(7) There were two plans but none was put into practice.
(8) Almighty is sure to help us.
(9) He was busy the all day.
(10) I will be obliged to you.
(11) A number of visitors have come to see the exhibition.
(12) Have you perfected the work you were doing ?
(13) Warmly he shook my hands.
(14) He was a blacksmith in trade.
(15) You were not present yesterday, were not you ?
(16) What to speak of money he refused to give me advice even.
(17) He recovered his health by and by.
(18) A week passed since I am coming here.

(19) He took exercise daily, because he might keep healthy.
(20) Unless you do not work hard, you cannot pass.

Selected from the Matriculation Examination Papers of the Punjab University.

(1) He recommended for me to the Magistrate.
(2) Shakespeare is greater than any dramatist.
(3) It is very hot to go out for walking.
(4) I spent my vacations in Kashmir and enjoyed much.
(5) A red and white cow are in the field.
(6) Hearing that there was a vacancy, an application was sent by me.
(7) Fearing that there was a thief in the house, the door was locked at once.
(8) How charming are the sceneries of Kashmir.
(9) The hen has lain ten eggs.
(10) He has arrived at 5 o'clock yesterday.
(11) He is wiser than her.
(12) You are clearly in wrong.
(13) James was hung yesterday.
(14) The Governor of Punjab has gone on tour.
(15) As he laboured hard, yet he failed.
(16) I asked him what o'clock is it.
(17) The accused with their pleader was present in the court.
(18) No sooner was he ill, he died.
(19) I prefer his house than mine.
(20) The school was closed since yesterday.
(21) This book is inferior than yours.
(22) You were not present yesterday, were you ? 'Yes, sir, I was absent'.
(23) He promised me to send a letter soon.
(24) He has left half an hour ago.
(25) The fourth and fifth class have yet to be examined.
(26) I paid the bookseller half past seven rupees.
(27) We went by the river and enjoyed.
(28) Please tell me where is your brother.

SECTION III

Composition

CHAPTER XXVII

INTRODUCTORY

1. (*Com.* = together; *pose* = place).

Composition means the *placing together of words, facts* and *events.*

2. It is done in the following ways :—

1. One *complete thought* we express *in a group of words* called a **sentence.** It is the *unit of expression* in any composition, whether oral or written.
2. *Several complete thoughts closely connected with one another* form a group of sentences. *This group* forms a **paragraph.** The *unity of scheme* is the first law in paragraph planning.
3. Such small *units of scheme* go to form a **bigger whole**—*a topic, a narrative* or *an account.* This may be an essay, a story, or the body of a letter.

The Sentence

3. Each *main fact* requires a sentence to itself. *Every sentence should make one complete statement and one only.*

In Modern English, the tendency is to write **short sentences.** *Long, loose constructions should be avoided.*

4. To turn out a good sentence the following points have to be borne in mind :—

A. **Every word should be correctly spelt.** Bad spellings show laziness of the mind, and laziness will never achieve anything. Correct spellings are more a matter of cram; they will never come to you easily—without effort or practice.

B. **Select words carefully** and use them in their correct sense. *Accuracy in use is of the essence.*

Verb is the **soul** of a statement, a *noun* its **framework**, and an *adjective* and an *adverb* its **ornaments.**

1. The Inspector the school (no verb, no sense).
2. The Inspector spied the school (bad selection, no sense).
3. The Inspector saw the school (some sense).
4. The Inspector visited the school (good sense).

C. **Your words must obey the laws of grammar.**

D. The **words** and **phrases** should be placed **in proper order.**

I *to-day* went to town. (*To-day* in wrong place.)
To-day I went to town. or I went to town *to-day*. } Correct order.

5. Order helps in distribution of **emphasis** and **varied empasis** *alters* the *meaning*; as,

Kanwal passed across the hall quickly.	A *simple, commonplace* statement.
Quickly passed Kanwal across the hall.	*Quickly* is emphasized. The *manner of passing* is made prominent.
Across the hall passed Kanwal quickly.	*Direction* is emphasized.
It was *Kanwal* who passed across the hall quickly.	'*Kanwal*' is emphasized differently in both the sentences.
The man who went quickly across the hall was *Kanwal.*	

6. A wrong order of words may change the sense altogether or even mar it.

(*a*) An Adjectival phrase or Adjectival clause should be very carefully placed. It should come immediately near the noun it is going to qualify; as,

Wrong placing	*Right placing*
1. They wanted a **car** for a friend *in a good running condition.*	They wanted for a friend a **car** *in a good running condition.*

	Wrong placing	*Right placing*
2.	My **neighbour** has a horse to sell *who wishes to go abroad.*	My **neighbour**, *who wishes to go abroad*, has a horse to sell.
3.	A male **tutor** is wanted for a girl *about sixty years old.*	A male **tutor**, *about sixty years old*, is wanted for a girl.

But

4.	The **man** who *had donated a large sum of money for the hospital*, of wealth has died.	The **man** of wealth, *who had donated a large sum of money for the hospital*, has died.

Note that in (4) the words '*of wealth*' making an enlargement of the noun '*man*' cannot be separated from it. Here we have to place the Adjectival clause *after the enlargement.*

(*b*) Study the order in which an **Adverbial phrase** should be placed ;—

	Wrong placing	*Right placing*
1.	The horse **performed** the feats which the ring master ordered it to do *with skill.*	The horse **performed** *with skill* the feats which the ring master ordered it to do.
2.	Fine was **realized** from a boy who bled another's nose *by order of the Head Master.*	Fine was **realized** *by order of the Head Master* from a boy who bled another's nose.

E. **Avoid useless words.** They may, sometimes, add nothing to the sense; as,

Words wasted	*Words economised*
They saw nobody *else* but Murad.	They saw nobody but Murad.
He repeated his words *over again.*	He repeated his words.
The two houses are *equally* of the same size.	The two houses are of the same size.
I shall go no further *than here.*	I shall go no further.
Who has *got* my knife ?	Who has my knife ?
They returnd *back* home after a stroll.	They returned home after a stroll.

F. **Weigh your words before you use them.** Note the difference between the following constructions given in pairs :—

Sentences	*What they mean*
1. I like to study **English.**	The *language* is meant.
I like to study **the English.**	The *nation*—their manners, customs, habits, etc.
2. He went to school **direct.**	Straightway—without stopping by the wayside.
He went to school **directly.**	Without wasting a moment.
3. Rahman is **well.**	In *better* health.
Rahman is **well off.**	*Rich* enough.
4. Japan sells goods **cheap.**	At a *low* price.
Japan sells **cheap** goods.	Of *poor* worth. Not costly.
5. The traveller found the road **easy.**	*Not difficult* to travel on.
The traveller found the road **easily.**	He got to the right road *without difficulty.*
6. He saw **light.**	He understood what was obscure before.
He saw **the light.**	He looked at the light (outside in the street, etc.).
He saw **the light of day.**	Was born.
7. The doctor gave the patient **light treatment.**	Not very heavy or elaborate treatment.
The doctor **treated** the patient **lightly.**	With indifference—did not pay attention to him.
8. The guard came **late.**	Not in time.
The guard came **lately.** / The guard came **recently.**	A little before now (*in the past*).
9. The guard will come **shortly.**	After a short time (*in the future*).
The officer spoke to him **briefly.**	(Not *shortly*). In a few words.

10. He works **hard** at home.	*Diligently.*
He **hardly** works at home.	Does no work at all, *hardly=not.*
11. Ask Majid to go to **school.**	To *attend* school to study.
Ask Majid to go to **the school.**	To *pay a visit* to it—may be on business, etc.

Exercise 59

I. In the following gaps put in the most suitable **nouns** :—

(*a*) He is as crafty as—.
(*b*) He is as quick as—.
(*c*) —shows the direction to which a road leads.
(*d*) Thick bushes hide—.
(*e*) —shows the manhood as morning shows the—.
(*f*) —will always prevail.
(*g*) —stands on tottering legs.
(*h*) He stuck to his—all his life.
(*i*) He stuck to his—all day.
(*j*) They met with a hearty—at the—of the—.

II. Select the most suitable **adjectives** to qualify the following nouns, leaving out good, bad, fine, nice, and excellent :—

Example :—A *tall* tree ; an *outspreading* tree.

Desk, room, street, bargain, ink, clothes, friend, fields, judge, time, paper, flame, flower, snake, tone, talk, practice, walk, song, gentleman and hut.

III. Think of all suitable **adverbs** that can modify the following adjectives, adverbs and verbs best and write them out :—

(*a*) Adjectives :—

True, faithful, better, honest, tall, pleased, sorry, tired, slow, high, active, rich, poor, loaded, feverish, considered, planned, decided, wounded, easy.

(*b*) Adverbs :—

Well, afraid, across, seldom, downwards, always, asleep, often, apace, awake.

(*c*) Verbs :—

Try, write, study, act, behave, bear, eat, meet, part, punish, reward, work, enjoy, feel, enter, cry, laugh, attend, reply, ask, accept, refuse, think, finish.

IV. In the blanks below supply the most suitable verbs and rewrite the sentences :—

(1) He—me the story.
(2) I—well of him.
(3) Babies—toys.
(4) The rover—the ship.
(5) Napoleon—up and down the room.
(6) He—him to the public.
(7) He—him to harm.
(8) The bird—gaily on the branch of the tree.
(9) The cow—for her calf.
(10) The shepherd—his sheep home.
(11) The lions—from their lairs.
(12) Damyanti—in the forest in search of Nala.
(13) God—him with a son.
(14) Parents—on their children.
(15) A miser—money.
(16) A hermit—riches.
(17) The enemy—the fort.
(18) A thief—into my neighbour's house.
(19) My friend—me warmly.
(20) The dog—about me.
(21) The student—over his books.
(22) The police—him on a charge of cheating.
(23) The car—round to the left.
(24) He—his cycle hard.
(25) The candidates in the examination—their pens fast.
(26) A man—down under the wheels of a train between Lahore and Badami Bagh.
(27) A tonga—against a car.

(28) He—the matter to the head master.
(29) They—tales to the officer.
(30) His sharp remarks—him to the quick.

V. Write one sentence (simple, compound or complex) on each of the following topics :—

(1) Describing the weather of the previous day.
(2) Describing the weather to-day.
(3) Stating what you intend to do the next morning.
(4) Stating how you spent your last holiday.
(5) Describing your pet.
(6) Describing your hobby.
(7) Pointing out a distant object to a friend.
(8) Describing the effect of failure of rains on crops.
(9) Enquiring about the progress of your sick friend.
(10) Rejecting an offer.
(11) Accepting an invitation to tea.
(12) Rejecting the same invitation.
(13) Say how a boy broke his arm.
(14) Say how a friend broke a window-pane.
(15) Say how you lost your book.
(16) Describe how a friend of yours stole oranges from a neighbour's garden.
(17) Say how the police handled a drunkard.
(18) Tell your mother how fit you feel.
(19) Report to your father what your head master told you about your progress in studies.
(20) Report to your class-fellow how a mad dog was killed in the street.

CHAPTER XXVIII

THE PARAGRAPH

1. If you look at a harmonium, you will notice a *flight of tunes.* There is a **key** for every four or five of them. It controls the breath or the blast entering those tunes. The whole flight, controlled by **several keys,** gives us a variety-whole of musical notes.

2. The same is the case with the composition of a master writer—be it an essay, a story, or the body of a letter. The **bigger topic** is divided into **sub-topics** running in a *logical order.* The explanations and illustrations for that sub-topic are centred round one key. This **scheme** round the key is the **paragraph.**

3. **Its mechanical structure.** The **first line** of a paragraph begins a little away from the margin. Other lines should begin on the margin. Every new paragraph will begin directly below the point of start of the first. Thus :—

....

....

....

....

4 **Its Size.** There is no real limit to the length of a paragraph. It may consist of many lines or contain a line and a half only. *Young writers should learn to write in* **small paragraphs.** Many small paragraphs are better than a few big ones.

5. **Its Importance.** Far from being a task, paragraphing is an aid to the writer. Planning beforehand pays in all schemes ; the same with composition writing. A writer has to devote all his thought to a small sub-topic at a time. *This saves him from confusion. He is free to pay attention to the language construction* of a few small sentences. The quality of writing improves.

6. How good writers begin it.

Study the following examples of paragraphs describing common topics:—

Example 1.—*Paragraph setting forth one feature of a fair.*	*Its analysis*
Amid the noise and chatter trading goes on briskly.	*The key sentence.* It *sets off* the topic —trading.
Backwards and forwards surges the crowd, pushing and jostling, intent on seeing all the booths.	*Explanation* of what has been said in the topic sentence.
Here like a swarm of bees some hang round buying sweets, an unaccustomed luxury;	*An illustration* of *the same key sentence.*
others finger cheap foreign trash laid out invitingly by a merchant from the town.	*A full* and *firm, carefully rounded ending.*

Example 2.—*Paragraph describing a boy.*	*Its analysis*
Some years ago there lived in Mysore a ten-year-old boy who caught snakes like flies.	*The key or the topic sentence. It introduces* the topic of the paragraph—*the central idea.*
He would go to the snake, whatever the variety might be, a cobra not excepted, and would pick it up just as we pick up a piece of rope.	*Explanation* of what has been stated in the *topic sentence.*
He would then put it in his pocket where it would lie completely docile without even attempting to wriggle out.	*An illustration* bearing on *the same topic sentence.*
He had no instruments, no charms, not even a snake-charming pipe, and he would never pull out the reptile's fangs.	*A full* and *firm, carefully rounded winding up.*

Example 3.—*Paragraph on Postal Museum.*	*Its analysis*
The idea of forming a postal museum was first considered in 1930. A few articles of interest	*The central idea.*

were collected in a small showcase in a room in the Directorate at New Delhi, but no attempt was made to exhibit them properly.	*Its enlargement* or development.
In 1934 the Postal Department decided to open stalls in the large exhibitions held annually in different parts of the country.	*An illustration* of the enlargement.
The object was to give publicity to the various postal services and to create interest and goodwill.	*The firm winding up or conclusion.*
EXAMPLE 4.—*Paragraph on War.*	*Its analysis*
The chief business of war is to destroy human life;	*The central idea.*
to batter down and burn cities, to turn fruitful fields into deserts, to scourge nations with famine, to multiply widows and orphans.	*Its enlargement.*
Are these honourable deeds? Grant that a necessity for them may exist; it is a dreadful necessity; such as a good man must recoil from; and though it may exempt them from guilt, it cannot turn them into glory. We have thought that it was honourable to save, to mitigate pain, to heal, to snatch the sick from the jaws of death.	*Arguments begin.*
We have placed among the revered benefactors of the human race, the discoverers of arts which alleviate (decrease) human sufferings, which prolong comfort, adorn and cheer human life; and if these arts are honourable,	*A full and firm winding up started.*
where is the glory in multiplying and aggravating (increasing) tortures and death?	*Conclusion made with a forceful enquiry.*

From the above analysis it is clear that a paragraph is the *unity of scheme.* It should be planned round the following points :—

(*i*) **The main idea**—the key or topic sentence.

(*ii*) **The amplification**—enlargements, explanations or arguments.

(*iii*) **The comment**—the winding up or the finishing touch.

7. How to write a paragraph.

1. *Jot down the topic sentence.* This is the **key** of the paragraph.
2. *Jot down the explanations* of the point you raise in the *key.*
3. *Think how you should end it.* Jot down all the closing sentences that suggest themselves to you. *Select a full and a firm one* from among them. A good paragraph must end *firmly.*

Exercise 60

I. Analyse the following small paragraphs for yourself to discover (*a*) the key, (*b*) the explanations and (*c*) the ending :—

(1) The three bears lived in a house in the forest, all by themselves. Downstairs was their kitchen. In the kitchen were a table and three chairs. The first was a great, big chair; the second was a middle-sized chair; the third was a tiny, wee chair.

(2) When the Raja saw the condition of his poor falcon, he was very angry. But he said nothing. He knew that the old woman had wished to be kind to the falcon; but her folly had turned her friendship into cruelty. So he gave her a gold piece as a reward, and said to his followers, " See what she has done to my poor falcon, and learn that a foolish friend is often worse than an enemy."

(3) In a moment he was down on his knees. He pushed the bed to one side, and began to dig

hastily in the soft earth with both hands. A few inches below the surface he came on a little bundle. With eager haste he seized and dragged it out. There was a chink, as of rupees!

(*Have you discovered what this passage is about? Give it a heading.*)

(4) To whom may we put the chief credit of all these triumphs of surgery apart from the surgeons themselves and their trained assistants, for a modern operation is largely a triumph of skilled organisation? On this all agree. It was the genius of Lister that alone made it possible and Lister in turn put it all down to the French savant Louis Pasteur who first showed the way for him. This was a Franco-British alliance that has saved untold numbers of lives.

II. Develop a small paragraph round each of the following outlines:—

1. *My Seat in the Class-room.*
   What row, what desk?—its distance from the black-board—advantages—disadvantages.
2. *The Leader of my Class.*
   John—his business—his person—his position in studies—how fit?
3. *My Way from Home to School.*
   Distance—the nature of locality crossed through—turnings—time it takes to reach school.
4. *Our School Grounds.*
   Size—situation—neighbourhood—how kept?—its advantages.
5. *Our School Peon.*
   What sort of man?—person—dress—habits—how liked.
6. *How a Boy Broke His Leg.*
   Circumstances—what went against him—how he received his injury—its nature—the aid given.

7. *My Bicycle.*
Its age—what it cost—service it gives—its running —defects, if any.

8. *How Shoes are Polished.*
Why the shoes had become dirty ?—caked over with mud splashes—scrubbing, cleaning—putting the polish on—brushing—effect.

9. *The Friends I Like Best.*
The reasons for which I like him—explanation—arguments—conclusion.

10. *The Scene at Sunset.*
The sun half hid below the horizon—purple hues—pale light on the tops of high buildings—shades of evening falling—dark clouds hang on the horizon—darkness thickens—night comes on—tiny lamps or lights in houses.

III. Write a short paragraph on *each* of the following topics, developing them according to the method shown in the analysis :—

(1) An Old Beggar.
(2) The Scene in a Busy Street.
(3) A Fight between Two Boys.
(4) A Street Quarrel.
(5) The Baisakhi Day.
(6) A Ploughman's Day's Work.
(7) A Cleanliness Campaign.
(8) A Prize Distribution.
(9) The Scene during the Interval at School.
(10) A Bullock Cart.
(11) An Aeroplane.
(12) A Rainy Day in Summer.
(13) A Rainy Day in Winter.
(14) The Library of Your School.
(15) My First Day at School.
(16) Your Favourite Hobby.
(17) A Procession.
(18) The Scene at a Railway Platform when the Train has arrived.
(19) Care of the Eyes.

(20) Care of the Teeth.
(21) A Mason at Work.
(22) A Polling-station Scene.
(23) A Fruit Shop.
(24) A Hawker.
(25) Smoking.

IV. Draw up a record of the following processes in *one* paragraph each :—

(*a*) Binding a book.
(*b*) Making a bed.
(*c*) Mending a puncture.
(*d*) Putting on the loose chain of your cycle.
(*e*) Sending a telegram.
(*f*) Reporting a case to the police.
(*g*) Mending a pencil.
(*h*) Getting an application for leave sanctioned.
(*i*) Washing your clothes.
(*j*) Ironing your trousers.

CHAPTER XXIX

STORY-WRITING

1. Life is a long story. Small events form small stories within it and big ones big stories.

You come to school late. Well, you have a story ready that tells anybody who likes to know it, why you are late. If you are clever enough, you will make up a good story, a convincing one, having no jerks at all. It will read at once smooth and natural.

2. Story-telling is a great art. Man's history would not have been written without it.

To some this art comes as a natural gift; others learn it by practice.

A good story-teller is the delight of any company. He is a bag of mirth both for the young and the old.

3. Training in Story-writing.—The following devices are employed to train boys' minds to write stories:—

(1) *Expanding a given outline into a story.*—Plenty of information is given in such outlines to make it easy for the writer to develop a good tale out of it.

(2) *Spinning a story round the given main points.*—Only the skeleton is given. It is left to the writer to supply the flesh and blood of language to make the dead words live again.

(3) *Completing unfinished stories.*—Stories are, sometimes, begun, told a little way up and the rest is left for the student to imagine, invent, and supply, and this brings them to a logical conclusion.

(4) *Writing stories to set morals.*—Morals or proverbs are stated and stories have to be told to prove their truth.

(5) *Backing up a given concluding sentence with a proper story.*

The last three are reflective exercises and require the scholar to think deeply before attempting to write.

4. How to Reproduce a Story.

The following cardinal principles should be kept in view when writing a story:—

(1) Study the outline *intelligently*. View the plot as a *whole*.
(2) Determine the *logical order* in which events should come in the plot.
(3) Fill in the *missing details*.
(4) Group the events thus supplied into suitable paragraphs.
(5) Maintain the Direct form of speech where you think rendering it into Indirect will mar the interest.
(6) Conclude the story *firmly* with an appropriate sentence.
(7) Try to suit your language to the theme of each paragraph.
(8) Keep the language *correct*, *simple* and *idiomatic* throughout.
(9) Write it as if you had seen it happen.
(10) **Ask** yourself the following *three* **questions** to test your composition :—

(*a*) What is the *main point* of the story?

(*b*) Does the story lead up to the *main interest*?

(*c*) Is the *language suitable* in all its different parts?

Note.—Rewriting your stories and comparing them with your previous attempts will indicate to you your progress in composition.

5. How to Work Out a Title.

1. **The main point, character or event** will lead you to a *correct title*.
2. Place the title at the top, with the first letter of every important word capital.

3. Use a proverb or saying for a title only when you are quite sure of its correctness.
4. Otherwise a title in your own words is better.

Note.—Do not state a moral at the end *unless it is required.* Select a full, firm and carefully rounded-up sentence rather than a proverb.

A *proverb suits best* when you are writing your story to amplify one.

6. Developing Outlines into a Story.

EXAMPLE 1.

Outline

A traveller in Africa—passing a wide plain—a lion sees him—follows—he sees the lion too—frightened runs—the lion runs—stops—the lion stops—tries to find means of escape—a rock—a high cliff—gets on to it—hides—hangs his coat and hat on a stick—the lion follows—result.

Note.—The outline is in the *Present tense.* You are to write the story in the **Past tense** *except when otherwise required.*

The Traveller and the Lion

A traveller in Africa once set out *alone* on a long journey. When crossing a wide plain, far from home, he was seen by a lion in the distance. The lion began slowly to follow him. He saw the lion too.

The traveller was very frightened indeed. Naturally he quickened his pace to get away from the man-eater. The lion also quickened his pace. When he stopped, the lion stopped too! *The man saw that the lion meant to follow him until dark, and then spring upon him.*

He was not able to run away from the lion, for the lion could run faster than he. So he thought of *a trick to dupe the man-eater*.

He came to a high cliff below which was a deep hollow. Crouching down, he hid behind a rock, where the lion could not see him. Then taking off his coat, he put it on his stick and *topped it with his hat*, so as to make it all look like a man.

He then held it aloft above the cliff, hiding himself behind a *place of vantage.*

Soon came the lion *on soft pace, slyly creeping along.* The moment he saw the coat and the hat, he *made a sudden spring* at them. He bounded right over the place where the man lay, and falling down in the deep hollow among the rocks, was killed.

Note.—In the story given above, some words and phrases are italicised to indicate to the scholar that language touches make the account readable and look like a real tale. They are necessary in developing the story. Also notice *the full, firm* and *carefully rounded* concluding sentence.

EXAMPLE 2.

Outline

Two sisters—one married to a peasant—the other to a wealthy merchant—meet in town—the merchant's wife talks of her riches—conversation—peasant's wife wishes her to buy land and to enjoy the blessings of the country life too—hint taken—inquiry for purchase started—ambition for more and more land. In a distant place land cheap—any area that one could measure up and back with one's pace from sunrise to sunset. The merchant tries to measure the maximum—dies on return on the point of start—gets only six feet and odd inches !

How Much Land One Actually Needs

There lived in China two sisters. One was married to a peasant who owned a farm of his own. The couple lived a pure, clean and contented life though they were poor. The other was married to a rich merchant wo lived in town. They had all that wealth could buy.

One spring the peasant's wife was invited to town.

When the family sat for dinner in the evening, chat began. One word leading to another, many things were talked of. At last the merchant's wife said to her sister, " What do you think of the comforts we enjoy ? "

" Well, your children are well dressed. The pinch of need is not there at all. You are well provided, you are rich ! " she replied.

" Do you get such comforts in your country home ? " came the next question. " No, not these," stammered

the country sister, "but our country life holds exquisite charms of its own!"

"How would you like to change your fortune with mine?" asked the town sister. "I only wish you could combine the pleasures of the country life to it and be in a perfect condition," rejoined the country sister contentedly.

The merchant's wife took the hint and asked her husband to try to acquire a farm and a garden in the country. He sent for the agents, made inquiries and was told that only small tracts were available and the price was high too.

His wife would be satisfied with nothing short of a vast tract and begged him to go out in the country in search of cheaper land.

The farther he went, the cheaper was the land, but ambition grew from more to more, and he moved farther still into a strange land, where land could be had only for the measuring!

"What are your terms?" he asked an owner. "A thousand gold coins, sir." "For how much land?" "As much as you can measure up and back with your pace from sunrise till sunset; but the condition is you must come back to the starting-point before evening, otherwise you stand to lose all your money."

The terms agreed upon, off started the merchant the next dawn on his measuring campaign. By noon he had covered a lot of space, and was about to turn back, when he spied ahead a spring. He wanted to include that too among his possessions. He made a dash for it. Encircling it, he started his journey back.

By this time he was fairly exhausted, but he pressed on for fear of forfeiting his money and losing his chance.

The muscles below the calf had stiffened, his strength was failing him, his knees jerked but he would not pause for rest! The point was only two miles ahead! He struggled on neck or naught.

At last he was within sight of his destination. Within a few minutes the sun would sink low and his fortune with it, if he could not play up to the contract. He

called up the last resource of strength, limped hurriedly forward to his goal, on reaching which he fell like a log —dead, measuring only six feet and odd inches for himself.

Exercise 61

I. Develop the following outlines into readable stories, giving a suitable heading to each :—

(1) Some boys playing in a garden—a naughty fellow among them thinks of mischief—cries 'A snake!'—the Mali comes running—sees no snake—angry—conversation—cunning—the Mali goes back—next Sunday the boy goes again alone to the same garden—a cobra wriggles out of a bush—encircles him—the boy cries—none cares—the result.

(2) A soldier sleeps in his trench in the front line —sees a dream—meets his wife and children—they welcome him—find him worn out and broken down—beg him to stay—a bomb falls in the trench—bursts—the end.

(3) Three Indian partners start a firm in Africa—earn much wealth—wish to return home—take money with them—one grows greedy—arranges to kill the other two—the two think of sharing money half and half—they kill him —and are killed—how?

(4) Three Bhutani girls go out for collecting fodder for their animals—move from hill to hill—no good fodder anywhere near—reach a distant hill—fodder collected—evening comes on—hungry bear comes—fond of human flesh —makes for the most plump among them—she tempts the bear to a high cliff—a deep hollow lies below—what does she do?—she saves herself and the other two.

(5) Five friends from a Lahore college go for a boating trip up the Ravi—a mile or so above the railway bridge one notices a snake curled

up in a heap on the bank—it is December—snake would not move—one annoys it—it comes and attacks the boat—they take up oars—fight—the one who started the mischief slips in the river—the snake catches him—end.

(6) Jack, a dog known for his faithfulness—learns to carry lantern for his master—master goes out—it is late in the evening—a snowstorm—master buried under snow—dog goes out with the lantern—saves his master.

(7) (*i*) A prince defeated in a battle, hides in a cave, a spider weaves a web over the opening.
(*ii*) Pursuers see the spider's web, give up thought of searching the cave.
(*iii*) Escape of the prince.

(8) A hare thought she had many friends. She heard some dogs. She ran to her friends one by one, asking for help. The horse said he was very busy. The bull said he had to meet somebody and could not stop. The goat said she might be hurt. The ram and the calf made similar excuses. At last she herself ran away for life.

(9) A miser loses a purse containing one hundred pieces of gold—offers a reward of ten pieces of gold—a farmer restores the purse—the miser refuses to pay ten pieces of gold—the farmer goes to the judge—the judge says it is not the miser's purse.

(10) A tortoise agrees to run against a hare for a wager—sends Mrs. Tortoise to a hollow—race to finish there—start—path zigzag in and out of a forest—hare soon out of sight—tortoise returns to the post and goes to sleep—hare out of breath, astonished to see the tortoise already in the hollow—proposes a race back—is again astonished to see the tortoise before him—loses the stake.

(11) A jester—a great favourite with the king—has great liberty—once gives mortal offence

to the king—the king orders him to be put to death—pleads for mercy—allowed to choose the manner in which he would like to die,—says, "Let me die of old age."

(12) A cap-seller under a tree—by his side ten caps for sale—falls asleep—wakes up—caps gone—looks up in wonder—ten monkeys in the tree—each wears a cap—tries several methods to recover the caps—efforts in vain—snatches his cap off his head—throws it down in anger—get back all his caps.

(13) An official touring in a jungle—set upon by robbers—a wood-cutter comes to his rescue—saved—rewards him with a gold watch and asks him to sell it for not less than eighty rupees—very happy—at home the watch stops—sorry—says it has died—goes out to sell it—Rs. 80 given him—does not want to cheat the world by selling dead things to others—the buyer amused—brings it to life—sends him home with more money.

(14) A jackal falls in the dyeing pan—got dyed blue—afraid—a plan occurs to him—gets a scroll of paper—rules his community—found out from his howl.

(15) (*i*) A fakir is passing through a jungle.
(*ii*) A hawk with a piece of meat perched on the branch of a tree.
(*iii*) A young dove stricken with hunger and cold lies on the ground below.
(*iv*) The hawk feeds the dove and comforts it.
(*v*) What thoughts start up in the fakir's mind at this sight? (P. U. 1928)

Write one distinct, small paragraph to each section in the above.

(16) A man entrusts a friend with money—no receipt—no witness—goes abroad—comes home—asks for his money—payment refused—goes to the law—paid under a tree—asked to

produce the tree as a witness—after a while the judge asks the accused, "You must have reached the tree?"—"It is far," says the accused—convicted.

II. Write stories from the main points given below:—

(1) A murder committed—no trace—years pass—a policeman on duty at night—a *maidan*—people sleeping—one person mutters something in his dream—challaned and convicted.

(2) A rich merchant at the point of death—anxious to see his sons on good terms—calls for a faggot of sticks—each tries to break it—none succeeds—'Union is strength,' says the merchant.

(3) An old man—his son—a donkey—go to a fair—a man meets them—old man rides—a party of women meets them—the boy rides—then both—'One cannot please everybody.'

(4) Handsome prince Pooran—step-mother Luna—he does not return her love—punished—rescued—becomes mendicant—acquires strange powers—comes to the Raja's, his father's garden—his spell—his blind mother gets eyes—Luna and the Raja sorry.

(5) Lion with a golden bangle (how did he get it?)—grown old, sits across a pool—offers bangle to passers-by (what does he say?)—a Brahmin enters the pool—result.

(6) Someone murdered a wealthy old man—plundered all his wealth—police gets no trace—after some years a poor woman doing shopping in a small town with ten hundred-rupee notes—suspicion—her son arrested—murder traced—the end.

(7) A rich nobleman invites many guests to a feast—fish wanted—a fisherman comes—demands only a hundred lashes—the nobleman thinks it a merry jest—lashes given—at fifty he

calls 'halt' (why ?)—the porter called in—the end.

(8) King of Athens sent seven youths every year to Crete (why ?)—the Labyrinth—a zigzag passage leads to its centre—a strange creature —King's son, Theseus wants to go himself one year (what for ?)—Princess of Crete falls in love with him—she shows him the way—he fights the Minotaur—victorious—brings back his fellows.

(9) A cattle-dealer comes from the market—passes through a jungle—rain comes—he grumbles—a highwayman meets him—he tries to shoot—powder wet—the dealer escapes.

(10) A childless rich man—in search of a heir—distributes loaves to the poor—three middle-class poor boys come to him—gives them a Mohur concealed in the loaf—one comes back to return the Mohur—the result.

(11) An oilman's purse snatched by a clever customer—both quarrel—go to the Qazi—tests money in a tumbler of water—the judgment.

(12) A runaway slave—wanders in jungle—meets a lion—a thorn in his paw—the slave extracts it—some years later arrested—condemned to be thrown to a hungry lion—a miracle!

(13) A faithful dog—master goes out leaving his young child behind—a wolf comes—the dog fights—master returns and sees blood marks—gets angry—shoots the dog—finds the child alive—sorry.

(14) Napoleon very stern—punishes a young run-away soldier with death—his mother appeals for mercy—Napoleon refuses saying 'He does not deserve it'—mother pleads it would not be *mercy* if he deserved it—set free.

(15) Newton in study—a visitor calls on him—asked to wait—two hours elapse—feels hungry—finds dinner on the table—eats—Newton comes—

uncovers dishes—finds no dinner—' I believe I had not taken meals, but it is clear I have'—the visitor smiles.

(16) Three artists compete for a prize—one paints flowers—the second fruit—the third a curtain—a bee settles on the flowers—an ox tries to eat the fruit—the judge tries to lift the curtain—the third is awarded the prize—why?

III. Develop readable stories from the following unfinished accounts:—

(1) A wicked fellow once kidnapped a small girl wearing gold ornaments. He enticed her into a jungle. There he began to divest her of her ornaments. Meantime, a cobra wriggled out of his hole hard by........

(2) Karam Ilahi had had a very sad day at school. He reached school late. He was fined. He could not answer questions properly in the class. He was put down to the junior section.

While returning from school with a heavy heart, he discovered a purse full of currency notes lying on the road. He thought his luck had taken a turn after all!

He had not gone far when a constable overtook him.........

(3) Passing through the fields I once met a man lying wounded and senseless. I sprinkled some water on his eyes. He looked at me. "What is the matter with you, my man?" I asked .....

(4) Moti and Joti were two brothers at the same school. The school closed for the long vacation. Their teacher gave them some assignments to do.

Moti did them regularly, but Joti neglected his work. Days passed into weeks and weeks into months......

(5) In the evening Hasan came to the hostel crying. "What is the matter, my boy?" said the superintendent.

"Niamat, my co-villager and room-mate, stole a watch of his class-fellow. It came to my knowledge. He wanted me to keep the secret tight, but I........

(6) A fire broke out in a big house. All the inmates rushed out, but the rich man's only son was left in one of the rooms......

(7) Jaimal, an acrobat, a hunter and an unerring marksman, was once grazing his herd in a preserve situated across the road from his own huts.

There he was met by a hermit, who told him that he had an enemy in that preserve—a fearful cobra who must attack him within the next five days. So he advised him not to cross the road within that limit.

[Perhaps the story runs like this that the fifth day an Honorary Magistrate comes in his car on the road and summons him to join him in his hunting expedition......]

(8) Subuktgin, the famous chief of Ghazni, one night dreamt that a tall tree was growing in his courtyard. It had grown very tall indeed and had shed branches far outspreading, so that all lands adjoining Ghazni had been covered by them.

The next morning he received the gladdening news that a son was born to him......

(9) Vijaykumar, otherwise called the Star of Industry, was the son of a poor washerman. After passing his Matriculation anyhow, he joined a cloth mill.

By steady hard work he qualified himself as a Weaving Master......

(10) Mr. Shivram Kashyap, the late Professor of Botany at the Government College at Lahore, began his career as an ordinary clerk in the Royal Mail Service at Lahore. He was not yet a Matriculate......

[Perhaps the story runs that he joined the Medical School. The answers written by him attracted the notice of Col. Stephenson.]

(11) A youth of promise after matriculating went to the Chief Engineer's office for the post of a clerk.

He was turned back and he made his resolve to try to gain a position equal to that officer's ....

[Perhaps this was the beginning of the career of Sir Ganga Ram, the Prince of Charity.]

(12) A shepherd boy was once grazing his herd along the railway line near a bridge. He noticed that the bridge was on fire.

A passenger train was coming on at full speed..............

(13) Two young men at school, both sons of a cobbler.

One disliked his father's trade, the other did not...............

(14) Once an old man expressed his resolve to go on a long pilgrimage. He wanted to purify his soul before death.

He had a large property and only two sons to share it. One of them was a dissolute young man...............

(15) Antonio had borrowed money from Shylock, who was his secret enemy, at a considerable risk of life for his friend Bassanio. The latter required it for his marriage with Portia, a very intelligent and wise girl.

The money could not be repaid in time......... ..

IV. Write stories to bring out the full force of the following proverbs :—

(1) A stitch in time saves nine.
(2) The biter bit.
(3) No pains, no gains.
(4) Slow and steady wins the race.
(5) First deserve and then desire.

(6) Virtue is its own reward.
(7) Waste not, want not.
(8) Time and tide wait for nobody.
(9) All rising to a great place is by a winding stair.
(10) All is well that ends well.
(11) Where there is a will, there is a way.
(12) Look before you leap.

V. Tell stories round the following :—

(*a*) A good turn rendered by you.
(*b*) An adventure undertaken by your friend.
(*c*) A story told to you by your father from his own life.
(*d*) A neighbour of yours has progressed by honesty and hard work. How ?
(*e*) You come late to school. Write your story as you would narrate it to your monitor.
(*f*) You reach home late after school. Write the story that you would tell your mother explaining what detained you.
(*g*) You borrowed a friend's pen over a Sunday. You lost it. Say how.
(*h*) The autobiography of a tree near your house.

VI. Support the following concluding sentences by a relevant story :—

(1) You may be sure he never told lies again.
(2) He realised the value of work and was the top boy of his school.
(3) Brayne's was the brain that had changed the face of the whole district.
(4) The crane paid the fox in his own coin so befittingly.
(5) At last he found himself well placed in life. Such was the career of a person who struggled against poverty and conquered it.

CHAPTER XXX

AUTOBIOGRAPHY

Auto=self, **bio**=life, **graphy**=account.

1. A biography is the life-story of a person written by some other person. Life-story of Abraham Lincoln, "From Logwood Cabin to a White House", Southey's "Life of Nelson" are all biographies.

2. An **autobiography**, on the other hand, is an account of one's own life *from one's own pen.* 'My Autobiography' by Jawahar Lal Nehru, 'My Experiments with Truth' by Mahatma Gandhi or the Autobiography of Benjamin Franklin, a self-made man and a famous President of America, are some of the good examples of it.

Autobiographies of animals or of lifeless objects can also be written on the strength of imagination.

The way to do it:—

(*i*) Imagine all that an animal or a lifeless object would see, feel and say. First develop a picture of all that you are going to write before your mind's eye. Then start writing in the same vein as that animal or object is likely to talk if it were given a tongue.

(*ii*) Take up the narrative in the First Person.

(*iii*) Write in a lively style. It is a fit occasion to display humour.

(*iv*) The lunguage employed should at once be simple and living.

(*v*) Attempt only brief accounts in the beginning.

3. **Cautions** :—

To write from another's point of view is a good exercise in mental discipline. A young and raw mind is likely to stumble at many places. He might make a donkey state, "When I had died, my body was thrown

to the vultures." Evidently a donkey could not notice things *after* his death.

Such simple nonsense and illogical element has to be carefully kept out.

4. The student will do well to read some good models produced by master writers. 'Adventures of A Shilling' by Washington Irving and the 'Jungle Books' by Rudyard Kipling will give good guidance indeed.

SPECIMENS

The Autobiography of a Pair of Shoes

I was not a lifeless piece of leather as you see me now. I am told I was, at one time, part and parcel of a living being and could feel heat and cold as you do. I protected the animal and decorated him too with fine, soft fir that was growing on me. Then they called me 'skin'.

The animal was then slaughtered and life left me too. I was stripped clean off the back of my charge. I was 'cured' and dried in the sun and was re-christened as 'hide'.

I was then transferred to the house of a tanner who rubbed me over with chemicals. He kneaded and wrung me and scraped me clean with sharp knives till all traces of my former life had been effaced. He pressed and rolled me under heavy rollers until all my stiffness had left me. He, then, burnished me bright with some sort of polish. Now they called me 'leather'.

I was next sold to a cobbler who cut me into pieces. He pricked me with his sharp awl an endless number of times and gave me my present shape.

Now, for some time, I had a breathing space from all this torture and lay in a cosy box in the shop of a merchant. At last a gentleman came one day and selected me for his use.

At first I knew not what use he would make of me, but one day he laced me on to his feet. It seemed he felt very proud of me. Many inquiries were made as to the source of purchase and price. My new mission of having to protect another creature's feet was clear to

me. I have been in this service for over a year and am now worn out in many parts. My master is losing his fondness for me and I strongly feel I am gradually slipping into an endless oblivion !

The Autobiography of a Mosquito

My home is in dirty pools of stagnating waters. My class is born of tiny eggs. I was first born a pupa and kept crawling and lolling in dirty wash till my upper skin tore open and I came out of it, a winged moth.

Since then my life has been running on a higher plane of activity and adventure. I can swim and fly and feel like both a sailor and a pilot without a ship or a 'plane.

I am armed with a sting with which I prick and probe underneath the skin of animals and men to suck their blood. And this I do with some art. I first sing sweet music into their ears and then sharply fly to a point of weakness and do my job. I conceal a sort of poison too in my sting which sickens my victims and rushes them very often to death.

I had plied this trade with a tremendous success for ages the globe over. But, of late, man seems to have discovered my secret strength and has begun to wage a war against me. He has begun to destroy my homes by filling up pools and pits and has begun to protect himself in some sort of forts which he calls mosquito-nets.

I am nothing daunted yet so long as dirt and darkness and ignorance exist, I shall, of course, flourish and rule.

Exercise 62

I. Develop the following into a readable autobiography :—

A Postcard

(From its posting to delivery)

Letter-box stay—clearance—stamped—bagged—railway journey—pigeon-holed—re-bagged—carried to a village post office—delivery—how received and read ?

A Window Pane

Forefather, a silicon stone—washed out from its mine —picked—experience in the factory—journey to market —setting—friend of sun ray but shuts out wind—storm turns enemy and jerks and breaks it—a thousand shivers!

A Bicycle

Grandfather, iron in a mine—fashioned in a factory —fitted—supplied with tyres, tubes and a lamp—service and utility—worn out—humble room life.

A Prisoner

Birth-place, etc.—bringing up—falls in bad society —evil ways—crime—arrest—trial—prison life—looks forward to release—promises to follow a better course in life.

Casabianca

Meets you in a dream—relates his tale—" Born of brave parents in Farnce—father, a captain of a ship, accompanies his father to a sea fight off the Nile against the British—post on duty on the ship—father killed—ship caught fire—I cried—explosion—end ! "

II. Write autobiographies of :—

1. A rubber balloon.
2. A mango tree.
3. A gramophone.
4. A pet dog.
5. A police dog (trained in South Africa).
6. A motor lorry.
7. A piece of blotting paper.
8. A football.
9. A cloud.
10. Moon.
11. School bell.
12. Head master's rod.
13. A donkey.
14. A match-stick.
15. A silk-worm.
16. A chalk stick.
17. An apple.
18. An ant.
19. A cuckoo.
20. Myself.

III. Describe the adventures of :—

(*a*) A domestic cat.
(*b*) A pickpocket.
(*c*) A lion in the jungle

CHAPTER XXXI

ABBREVIATIONS

1. In English there are several widely accepted contractions of words. They are generally used in conversation and in those forms of composition that reproduce conversational language. The most common of them we given below:—

can't for cannot
couldn't for could not
didn't for did not
doesn't for does not
don't for do not
e'en for even
e'er for ever
hadn't for had not
hasn't for has not
haven't for have not
he'd for he would *or* he had
he'll for he will
here's for here is
he's for he is *or* he has
howe'er for however
I'd for I would *or* I had
I'm for I am
isn't for is not
it'll for it will
it's for it is *or* it has
I've for I have
let's for let us
ma'am for madam
mayn't for may not
mightn't for might not
needn't for need not
ne'er for never
o'clock for of the clock
o'er for over
oughtn't for ought not
shan't for shall not
she's for she is *or* she has
she'd for she would *or* she had
shouldn't for should not
that'll for that will
that's for that is
there's for there is
they'd for they would *or* they had
they'll for they will
thou'rt for thou art
'tis for it is
'twas for it was
'twill for it will
wasn't for was not
we'd for we would *or* we had
we're for we are
we've for we have
what's for what is
who'll for who will
who's for who is *or* who has
won't for will not
you'd for you would *or* you had
you'll for you will
you've for you have

2. We have also in common use :—

A.D. for Anno Domini, in the year of our Lord.
anon. for anonymous, of unknown name or authorship.
B.C. for before Christ.
cf. for Latin *con fer*, compare.
do. for ditto.
e.g. for *exempli gratia*, for example.
etc. for *etcetra*, and the rest.
id. for *idem*, the same.
i.e. for *id est*, that is.
inst. for instant, present month.
Ms. for manuscript.
Mss. for manuscripts.
N.B. for *nota bene*, note carefully.
P.S. for postscript, anything added at the end of a letter.
pp. for pages.
prox. for *proximo*, the coming month.
ult. for *ultimo*, the last month.
viz. for *videlicet*, namely.

3. The following are also recognized abbreviations :—

Aug. for August.
B.A. for Bachelor of Arts.
Capt. for Captain.
Col. for Colonel.
D.Litt. for Doctor of Literature.
Dr. for Doctor.
Esq. for Esquire.
Feb. for February.
F.R.C.S. for Fellow of the Royal College of Surgeons.
Gen. for General.
G.P.O. for General Post Office.
Hon. / *Hon'ble.* } for Honourable.
I.C.S. for Indian Civil Service.
Jan. for January.
LL.B. for Bachelor of Laws.
LL.D. for Doctor of Laws.

Lieut. for Lieutenant.
M.A. for Master of Arts.
M.D. for Doctor of Medicine.
M.L.A. for Member Legislative Assembly.
M.P. for Member of Parliament.
Messrs. for Messieurs (Gentlemen).
Mr. for Mister.
Mrs. for Mistress (pronounced *Misses*).
O.H.M.S. for On His Majesty's Service.
P.W.D. for Public Works Department.
Ph.D. for Doctor of Philosophy.
Prof. for Professor.
Rev. / *Revd.* } for Reverend.
Rt. Hon. for Right Honourable.
V.C. for Victoria Cross.
Xmas for Christmas.

Exercise 63

I. Write the following contractions in full :—
Can't, they'll, don't you've, 'twas, that's, I'd, shan't, daren't, isn't.

II. Give the contracted forms of :—
Are not, we are, you would, does not, of the clock, never, ought not, I am, should not, thou art, December, September.

III. What do the following abbreviations stand for :—
B.A., etc., cf., I.M.S., LL.M., P.E.S., Hon., Ph.D., B.Litt., M.A. (Oxon.), F.R.G.S.

CHAPTER XXXII

WORDS COMMONLY MIS-SPELT

1. Across, adviser, advisory, apology, around, accumulate, address, awful, all right, amalgamate, admission, altogether, accompanied, Almighty, Arithmetic, accommodate, aeroplane, advice (noun), advise (verb), beggar, bazaar, banana, besiege, beginning, boundary, born, borne, believe, biscuit, bouquet, boycott, barrier.

2. Celebrate, control, clerk, cigarette, competition, calendar, carry, carries, career, carrier, cemetery, champion, coincide, colleague, conceive, conceit, convenience, commemorate, committee, conscience, conscientious, co-operate, coupon, cupboard, develop, deposit, devoured, dialogue, decent, descent, diagonal, deceive, dispensary, diameter.

3. Efficient, envelop (verb), envelope (noun), embarrass, exorbitant, exhaust, enumerate, enthusiasm, exemplary, engineer, entrance, fierce, favourite, festival, forfeit, fulfil, furniture, flag, forgivable, grant, grammar, goal, gaol (jail), gazette, goddess, guarantee, guinea, grain, guard, guardian, gramophone, gymnasium, hundred, harass, humorous, honour, holiday, hockey, hindrance, height, hotel.

4. Idiom, inspector, important, influential, ideal, instructor, install, instalment, immediate, island, judgment *or* judgement, jubilee, jackal, journey, journalist, kerosene, knowledge, kneel, library, little, lovable, linen, loyal, lorry, lottery, luckily, luggage, lie, licence (noun), license (verb), lavatory, laboratory, labourer, maintenance, mischief, mischievous, meeting, magistrate, manageable, movable, machinery, massacre, mango, miscellaneous, millionaire, mystery, mountain, minute, magnificent, municipal.

5. Ninety, ninth, nephew, niece, noticeable, neighbour, narrate, nausea, nuisance, ocean, occurrence, occasion, orator, opportunity, oasis, obedient, obliged, officer, opium, oversea, ours, often, opinion, possess, parcel, pursue, punctual, principal, principle, persuade, parallel, peasant, professor, prophecy (noun), prophesy (verb), paid, proprietor, privilege, quarrelsome, quinine, repeat, repetition, rupee, referee, razor, remembrance, receive, radius, radii.

6. Sacred, sweetmeat, separate, servant, sovereign, sincerely, shining, shawl, skilful, swimming, superintendent, symptom, sanatorium, scissors, stream, summary, supervisor, splendour, senseless, truly, travel, travelled, twelfth, theatre, tuition, theirs, thermometer, till, tournament, treasurer, together, until, umbrella, usurp, usual, unique, university, vacation, vegetables, ventilator, veterinary, vengeance, valley, veranda (h), village, volunteer, voyage, woollen, welfare, writing, weight, welcome, wield, yacht, yoke, yolk, yours, zebra.

7. **Words generally confused in spelling.**

Ale, ail; access, excess; accept, except, expect; altar, alter; aught, ought; bale, bail; born, borne; bare, bear; bier, beer; beach, beech; berth, birth; card, cord; coarse, course; check, cheque; due, dew; die, dye; dose, doze; fair, fare; feet, feat; hoard, horde; here, hear; idol, idle; lessen, lesson; liar, lawyer; lion, loin; marry, merry; knotty, naughty; quiet, quite; lose, loose; pray, prey; plan, plain, plane; there, their; threw, through; throne, thrown; than, then; tale, tail; weak, week; weather, whether; waste, waist.

8. **Note the spelling of the following words:—**

(*a*) *Verbs in the Past Tense.*—Buried, benefited, vomited, quarrelled, profited, differed, whispered, omitted, pocketed, referred, uttered, visited, sympathized, realized, occurred, worshipped, transferred, fulfilled.

(*b*) *Names of Days.*—Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.

(*c*) *Names of Months.*—January, February, March, April, May, June, July, August, September, October, November, December.

(*d*) *Names of Subjects*—Arithmetic, Algebra, Geometry, Geography, History, Mathematics, Politics, Economics, Physics, Chemistry, Botany, Zoology, Astronomy, Philosophy, Arabic, Sanskrit, Persian, English, French, Physiology, Hygiene, Logic, Anatomy, Biology, Psychology, Science, Drawing.

(*e*) *Names of Diseases.*—Measles, mumps, plague, cholera, smallpox, dysentery, diarrhœa, pneumonia, indigestion, constipation, enteric fever, typhoid, flue, insomnia, hernia, appendicitis, coryza, catarrh, headache, apoplexy, asthma, gout, rheumatism, neurasthenia, phthisis, consumption, paralysis, pyorrhœa, tuberculosis.

CHAPTER XXXIII

DIALOGUE-WRITING

1. **Dialogue-writing** is an excellent exercise for the student. It is one of the best means of teaching him to talk fluently and forcefully. It is an exercise peculiarly suited to acquaint him with the use of modern colloquial phrases and idioms.

2. **Dialogue-writing** can teach the student much more besides. It can teach him *to think quickly* and to acquire the art of *repartee or the witty retort.* It can also teach him *to view things from all different standpoints.* In the course of conversation, one has to place oneself at the angle of vision of the person one is talking to, and then express one's own view, agreeing or disagreeing, in the fittest words which convey not only *one's* meaning, but also the *spirit* with which they were being uttered. The speaker's whole personality is behind these words.

3. Dialogue-writing is a very useful form of composition, especially for the Indian student who gets very little chance of hearing modern spoken idiom talked.

The best way to learn this art is to study some modern dialogues on topics of everyday interest. Old English dialogues are old in style. Dialogues from Shakespeare's dramas or Thackeray's novels may not suit your purpose to-day. The following examples should be studied carefully :—

EXAMPLE 1.—*Between two boys on going to market.*

Jaswant.—Is to-day Saturday ?
Hamid.—Yes, so it is. It is market day.
J.—I'm so glad. We have a half-holiday on Saturdays, and I want to go to the market.
H.—What for ?
J.—I want to buy several things.
H.—What indeed ?

J.—Just a cap and a coat and, maybe, a pair of new shoes.

H.—What a lot of things!

J.—Yes, if I have enough money, I want to buy sweets and some fruits.

H.—How nice! I'll come with you and help you to bring the sweets.

J.—Will you help me to eat them too?

H.—Yes, of course, to eat them too, if you like.

J.—Well, come along. I hope I shall have enough money to buy these things.

EXAMPLE 2.—*Between two prisoners planning escape.*

Z.—Ah! to-night is the time to escape.

K.—How can we do that? We don't even know the way.

Z.—I know the way.

K.—Even if you do, we can't reach friendly country in one night.

Z.—If we can't, we'll sleep in the forest. See, I've saved some cheese.

K.—(Thinking it over) Well, let's go.

EXAMPLE 3.—*Between a rich customer and a poor bootmaker.*

Customer.—Who is the master bootmaker?

Bootmaker.—I am the man, sir.

C.—(to his servant) Boy, bring the leather! (Then to the bootmaker) Look here, bootmaker, do you see this leather?

B.—Yes, your honour.

C.—But do you know what sort of leather it is?

B.—It is good leather.

C.—Good, indeed! Why, you man, you never saw such leather before. It's German, and costs twenty rupees.

B.—Where should I ever see leather like that?

C.—Just so! Now, can you make it into boots for me?

B.—Yes, your honour, I can.

C.—You *can*, can you? Well, remember whom you are to make them for, and what the leather is. If you can't, say so!

B.—I'll make boots that will not lose shape or split for a whole year.

C.—I'll give you ten rupees for it. Take my measure. Mind, you don't make them too tight in the leg?

B.—Please make it convenient to yourself to come for the try-on on Sunday.

C.—Sunday? That will be too late; say Saturday.

EXAMPLE 4..—*Between two old men settling when to proceed on Haj pilgrimage.*

1st.—Well, when are we to fulfil our vow?

2nd.—We must wait. This year has turned out a hard one for me. I started building this hut. God willing, we will start next summer without fail.

1st.—It seems to me we ought not to put it off, but go at once. Spring is the best time.

2nd.—That's right enough; but what about my building? How can I leave that?

1st.—As if you had no son to look after it! Leave *him* in charge.

2nd.—But how? My eldest son is not quite reliable.

1st.—Ah! neighbour, when we die they'll get on without us.

2nd.—That's true enough, but somehow when one begins a thing, one likes to see it done.

1st.—Ah! friend, we can never get through all we have to do.

2nd.—I've spent a lot of money on this building.

1st.—Come, come, old friend! You have ten times as much as I have and yet you talk about money.

2nd.—Dear me, I didn't know you were so rich!

1st.—I can scrape some money together at home, and if that's not enough, I'll sell a score of hives to my neighbour.

2nd.—If they swarm well this year, you'll regret it

1st.—Regret it! Not I, neighbour! I never regretted anything in my life except my sins.

2nd.—True enough! Still, it's not right to neglect things at home.

1st.—But what if our souls are neglected? That's worse. We took the vow, so let us go! Now, seriously, we must go!

4. **How to Write a Dialogue.**—While preparing to write a dialogue, bear the following points in mind:—

(1) Plan it well *beforehand.* View it all *as a whole.*
(2) Note the point or points where humour is to be introduced, and of what sort. *Do not overdo it.*
(3) Pay full regard to the *ages* and *positions in life of the persons talking* and *tone* the language accordingly.
(4) Do not use big, learned words. *Simple and short words are the soul of a dialogue.*
(5) Make the sentences *short, crisp* and *pointed, running all in a flow like a jerkless conversation.*
(6) It is a good trick to couch the answer in words other than those of the questioner and to bring in the interruption of speech for once or twice only, and *no more.*
(7) Avoid too many exclamations. You can use some from the following list of those *commonly employed* in dialogues:—

Silence.—Hush!
Hailing.—Hallo!
High feelings of wonder.—Really! Wonder! Good Heavens!
Annoyance.—Confound it! Bother!
Joy.—How nice! Splendid! Excellent! Well done!
Sorrow.—Pity! Alas!

5. **The Writing Etiquette.**—In dialogues:

(*a*) Arrange the names of persons along the margin.
(*b*) Keep their speech separated by dashes.
(*c*) No inverted commas are needed.

Exercise 64

[**Note.**—The best exercises are those collected from actual life.

(*i*) Keep a note-book in your pocket.

(*ii*) Make notes of your own conversations or those of others.

(*iii*) Witty humorous remarks, whenever overheard, should be jotted down.

(*iv*) Read simple, easy dialogues from English life and try to reproduce them, adapted to Indian conditions.]

I. Draw up dialogues between :—

(1) Yourself and your mother about your pocket-money.
(2) Yourself and a stranger inquiring the way to any place you know well.
(3) Yourself and your friend proposing a picnic.
(4) A tailor and his customer.
(5) Two class-fellows after passing out of school.
(6) Two class-fellows about preparation for the annual examination.
(7) A patient and a doctor gone to him for examination and advice.
(8) A blind beggar and a cripple one, proposing later on to join together.
(9) Two class-fellows on mere book-learning and look-learning and manual work combined.
(10) Father and son on early marriage, father advocating (recommending) it.
(11) Two women quarrelling over small matters.
(12) Two passengers travelling by the same train.
(13) A lorry and a railway train.
(14) An aeroplane and a railway train.
(15) Two debaters on War and Peace.
(16) Yourself and your friend at another school discussing the good features of your respective institutions.

II. Plan suitable dialogues under the circumstances given below :—

(1) A military officer orders a gunner to shoot at a certain hut. He does it knowing full well that he was killing his own wife and children. When all is over, he throws away his gun and begins to weep. Develop a dialogue between this man and the officer.
(2) Maharaja Ranjit Singh comes back to life again and rambles in Lahore. Develop a dialogue between yourself and him.
(3) Two brothers who have lost their parents are cold and hungry. They are lying under the same quilt. Plan a dialogue between them.
(4) An old man lies on his death-bed. His two sons keep quarrelling. Plan a talk among these three, with the old man giving his parting advice just in his last breath.
(5) An old man is planting a mango tree. A young man passes by. They talk. Write their talk in the dialogue form.
(6) Two friends talk of their own good qualities. Make one contradict the other in a dialogue.
(7) You are taking your astrological reading from a roadside sooth-sayer. Draw up a dialogue.
(8) Two dogs—a pet and a street dog—meet one night. Give their talk a dialogue shape.
(9) Discuss as if between two friends the advantages and disadvantages of cramming.
(10) Develop a dialogue between a studious scholar and an athletic scholar.

CHAPTER XXXIV

LETTER-WRITING

1. In the modern business world, letter-writing is a necessity. We give and obtain information through letters from people away from us. With their help important discussions are made over distances.

Letter-writing is a form of English composition, and a useful form. **In practical life,** our worth and value is judged from what we write and how we write it. Not unoften, the writer of the letter is not known to the person addressed, so that the letter itself conveys to him an idea of the personality of the writer. The writer's habits, such as love for neatness, attention to detail, promptness in despatch of the business in hand, directness in dealings or otherwise, are disclosed by the letter he writes. And, of course, the letter also discloses the personal attainments, literary as well as cultural, of the writer. First impressions are generally lasting ones. In business letters particularly, success of the writer in the object with which a letter is written depends to a considerable extent on the manner in which the writer puts forth his proposition. So, much depends on letters.

2. The following precautions are necessary in the composition of letters :—

1. The stationery used should be neat and proper, but not showy.
2. **Avoid scribbling**, so that you do not put the reader to trouble to make out what you write.
3. If you make a correction at all, neatly *score out the wrong words* and write out your correction *above* them.
4. In *business letters* even this is not allowed. In case you wish to make a correction, *you have to rewrite* the letter.

5. Use simple words. Arrange what you have to say in *small paragraphs. Put in nothing unnecessary.* Long letters, more often than not, go to the W.P.B. without being read.

6. The neater your handwriting, the more your chances of success in the world.

3. Classification of Letters.

For the sake of convenience we divide letters into three main classes :—

1. **Personal letters.**
2. **Business letters**
3. **Official letters and applications.**

(*a*) **Personal or Private Letters.**—They include letters to relatives, friends and acquaintances and notes of invitation. These letters should be *natural* and *written in a free and conversational style.* As a matter of fact, you should think that the person to whom you are writing is sitting before you and you are talking to him.

(*b*) **Business Letters.**—They include letters to shopkeepers, trading firms, newspaper editors and even officials like the postmaster, station-master and others on business. These letters should be *simple, clear* and *to the point.* Business men are busy men and they have no time to read long and confused letters. Business letters are much more formal than personal letters.

(*c*) **Official Letters.**—They include applications to officers or teachers, and letters written from officers to officers on official business. They are the *most formal* of all, and only set forms have to be used.

4. The Parts of a Letter.

The *framework* of a letter is as follows :—

(1. The *Postal Address of the sender* or the right-hand top address.)

9, Langley Road,
Lahore.
(2. *The Date.*)
January 10, 1940.

(3. *Salutation.*)
My dear Parkash,

(4. *Introductory Paragraph.*)

....

(5. *Body of the Letter.*)

....
....
....
....
....
....
....

(6. *Closing Line.*)

(7. *Subscription.*)
Yours sincerely,
(Name).

(8. *Postal Address.*)

9. *Postage stamp.*

P. C. Suri, Esq., M.A.,
12, Chandni Chowk,
Delhi.

EXAMPLE.

21, Alpine Road,
Nasik.
January 15, 1940.

Dear Habib,

Many thanks for your letter of the 22nd instant. It is a capital idea to start an Old Boys' Association where we can review once a year our good old days.

It is very kind of Mr. Abdul Haye to remember me. I am also writing to thank him. Of course, I am honoured by your asking me if I could act as Secretary. I shall be only too glad to do any little service I can.

Thanking you once again,

Yours sincerely,
Ismail.

A. H. Habib, Esq., B.A. (Hons.),
9, Davis Road,
Lahore.

5. The following are the primary heads under which letter-writing is to be studied :—

(*a*) The choice of stationery.
(*b*) Address of the Sender or the Right-hand Top Address.
(*c*) The Date.
(*d*) The Salutation—How different letters are addressed.
(*e*) Introductory Paragraph.
(*f*) Body of the Letter.
(*g*) Closing Paragraph.
(*h*) Subscription and Signature, etc. The form of subscription for different types.
(*i*) The Superscription or the name and postal address (on the envelope) of the person addressed.
(*j*) The Postage Stamp, if the letter is going to be posted.

(*a*) **The Choice of Stationery.**—It is very much neglected. Note below the colours you can use :—

For gentlemen and young men.—White, cream, light grey or blue.

For ladies and girls.—Pink, piebald and jazz.

It is better to use unruled paper if you can write in straight lines. Leave proper margin and keep it of the same width all through.

You may think these details to be unimportant, but these are just small things which distinguish one man from another

(*b*) **Postal Address of the Sender** or **the Right-hand Top Address.**—This informs the reader, '*where*' the letter was written. It should be full and clearly written as it gives the address to which the answer is to be sent or the original sent back if it does not reach the proper person.

It should be written at the top in the right-hand corner of the first page. Attention should be paid to punctuation. The whole thing should be arranged in a manner pleasing to the eye, each successive line starting a little to the right, *e.g.*,

37, Nisbet Road,
Lahore.

While writing a note to a person *in the same town* or city, only write '**local**'.

(*c*) **The Date.**—Immediately below the sender's postal address in the top right-hand corner comes the date. This informs the reader as to when a particular letter was written and *it is very important for purposes of reference.*

The date may be written in any of the following ways and in no other :—

For personal letters... (1) January 8, 1940. (The simplest.)
For business letters... (2) The 18th January, 1940.
For legal documents { (3) The 28th of January, 1940. This twenty-eighth day of January in the year one thousand nine hundred and forty.
For personal letters....(4) 28th January, 1940.
For business letters....(5) 28th January, 1940.

Stick to *one form* and write it with proper *punctuation marks.*

(*d*) **The Salutation and Subscription.**—Salutation is a form of greeting to the person to whom the letter is written. It is placed to the left hand of the first page at a lower level than the heading. It must be followed by a comma. It varies a great deal in different letters and

depends on the relation and degree of intimacy in which you stand to the person to whom you are writing.

The Subscription or the *complimentary close*, like salutation, depends too on the degree of relation or intimacy. In this respect it should correspond with the salutation and is written diagonally opposite to it at the end of the body.

Study the following examples of both, arranged in order of intimacy :—

Forms of salutations	Forms of subscriptions
A. *To blood relations* **older** *than the writer, i.e.,* parents, elder brothers, elder sisters, uncles, aunts and cousins :—	
Dear or My dear Father, Dear or My dear Mother,	Your loving son,
Dear or My dear Brother,	Your loving brother,
My dear Uncle or Dear Auntie,	Your affectionate nephew or niece,
My dear Cousin,	Your affectionate cousin,
My dear Kamal-ud-din, (if intimacy is of a lower degree).	Yours affectionately,
B. *To relations* **junior** *to the writer, i.e.,* younger brother, sister, cousin, nephew or niece :—	
Dear Sohrab, (half name) Dear Shano, (popular half name).	Your very loving brother,
Dear Azad, Dear Shanti,	Very affectionately yours,
C. *To friends* (intimate) :—	
My dear Hakim, Dear Hakim,	Your sincere friend, Yours very sincerely, Sincerely yours, Yours sincerely,
D. *To acquaintances, i.e.,* to people with whom you have exchange of greetings and regards, but who are not intimate friends :—	
Dear Mr. Ashraf Ali,	Yours sincerely,
E. *To chance acquaintances* or *to strangers* :—	
Dear Sir,	Yours truly,

F. *To teachers, professors or employers for leave or official business:—*

Sir,

I am,
Your most obedient pupil,
(or servant),
Or
I am,
Yours obediently,

G. *To teachers, professors or employers in the case of private, personal business:—*

My dear Professor Saraf, Yours sincerely,

H. *To an officer:—*

Sir, Your most obedient servant,
Or
Yours very obediently,

I. *In applications for posts, etc.:—*

Sir,

I beg to remain,
Sir,
Your most obedient servant,

J. *From one officer to another:—*

Sir,

I have the honour to be,
Sir,
Your most obedient servant,

K. *To editors of newspapers:—*

(*i*) Business Letters

Dear Sir, Yours faithfully,

(*ii*) For Publication

Sir, Yours etc.,

L. *Complaints to officials of commercial concerns:—*

Dear Sirs, Yours faithfully,

To the Emperor:—

May it please Your Majesty,

I beg to remain,
Your Majesty's most faithful and dutiful subject,

M. *Royal Family:—*

May it please Your Royal Highness

Your Royal Highness's most obedient servant,

N. *To Viceroys or Governors:—*

May it please Your Excellency

Your Excellency's most obedient servant,

O. *To Maharajas and Nawabs* :—

Your Highness, Your Highness's most obedient servant,

(*e*) **The Postal Address.**—It should be *full* and *complete*, giving correct guidance to the Post Office to deliver it at the *right place* and to the *right person.*

A meagre or a poor address is not only in disfavour with the Post Office, but it is also a proof of a raw and untrained mind. It is, in short, bad manners to write an inadequate address. The very object of sending the letter gets defeated.

Name the persons in the first line, giving their full initials, if any, and adding the word ' Esq. ' at the end.

Give the number of the residence and the name of the street in the second line.

Name the bigger area—the village, town or city in the last line ; as,

T. A. Jones, Esq.,
21, Hornby Road,
Bombay.

In case of a village, also give the district in which it is situated.

In India, we have to underline the place to which the letter is intended to go. If we omit to do so, the postal people do it for us. Why not save them this worry by educating ourselves ?

Study some sample addresses for different private letters given below :—

M. Khurshaid Hasan, S B.A. (Hons.), B.T., D. I. Schools, Lahore, Islam Park, Lahore.	Prof. N. N. Ghosh, S University College, Calcutta.

S. Gurdial Singh, S M.L.A., Onkar Villa, Sialkot City.	K. C. Jaidka, Esq., S 61, New Road, Peterborough, (England.)

In case of **foreign letters** the name of the province and the country has also to be added as is done in the letter above addressed to England.

A person writing to India from abroad will add (Punjab) (India) ; (U. P.) (India) ; (Bihar) (India), etc., as the case may be.

University Degrees and Titles.—They come after Esq.,—after its dot and comma. If there are two or more of them coming one after the other, each has to be marked off with a comma from the one following it ; as,
Mohammad Hussain, Esq., M.A., LL.B., I.C.S.

Esquire (Esq.).—It cannot be added to names before which we have put Moulvi, Pandit, Sheikh, Lala, Sardar or Mr., etc.

Sir and Madam.—Girls should keep note of Sir and boys of Madam when the letters are to be addressed to the opposite sex.

Miss and Mrs.—Miss is used for unmarried girls and Mrs for married ladies.

(*f*) **Postal Stamp.**—Fix it *upright* in the right-hand top corner of the front face of the envelope.

(*g*) **The Body.**—It is best to divide the body of the letter into *three parts* :—

1. *The Introductory Paragraph.*
2. *The Account in Particular*
3. *The Closing Line.*

No. 2 above has again to be divided into small convenient paragraphs if the account is going to be fairly long or if you are to talk on more than one subject.

In *modern letters*, Nos. 1 and 3 are of special importance. You should carefully cultivate the habit of beginning the body and closing it in the way in which the modern writers do.

Some of the good beginnings and closings are given below for your study. The selection is to be made in the light of the nature of the letter you are going to write.

I. Personal Letters

6. Some Proper Beginnings.

1. *Short notes* :—

(*a*) Please inform your friend...
(*b*) I shall be obliged if you...
(*c*) Would you be so kind as to...?
(*d*) I will thank you to...
(*e*) Will you kindly...?
(*f*) Be so good as to (post the books you promised to send by the next mail, etc.)
(*g*) I beg that you would be good enough to...

2. *Letters to relations, friends and acquaintances* :—

(*a*) I got your kind letter yesterday...
(*b*) I am in due receipt of your letter...
(*c*) I hasten to answer your letter...
(*d*) I am sorry I could not reply to you earlier...
(*e*) Your letter was an agreeable surprise.
(*f*) It would afford me no little happiness, were I able to join you...
(*g*) Thank you for your kind note received this morning.
(*h*) I got your letter yesterday—and in reply...
(*i*) Thank you so much for your very interesting letter.
(*j*) You ask me to give you a brief account of the holiday trip—(or of the sports day ; or of the Prize Distribution function, etc.)
(*k*) It is long since I heard from you.
(*l*) It is with feelings of deepest sorrow that I have to inform you of the sudden death of my sister.
(*m*) I was greatly pained to hear of your conduct at college.

(*n*) We leave this place on Saturday, the day Rosa's and mine schools close.

(*o*) I should like to be first in congratulating you on...

(*p*) It was a great shock to hear of the death of...

(*q*) I am delighted to know that...

(*r*) I hope you will not be worried by my writing to you during the holidays, but—(a pupil to a teacher or professor during vacation.)

(*s*) While sensible of the great honour you wish to confer upon me, I regret to say I am unable to shoulder this responsibility just yet. (When an office like the secretary's is conferred on you by your club and you do not find yourself equal to it.)

7. Suitable Closing Sentences for Private Letters.

(*a*) Write to me soon.

(*b*) With kind love.

(*c*) Give my love to everybody at home.

(*d*) With kind regards and good wishes for you all.

(*e*) With kindest love from your mother.

(*f*) With heartiest congratulations and best wishes.

(*g*) Remember me to all my class-mates.

(*h*) Hoping you are well and happy.

(*i*) Trusting to hear from you on the subject.

(*j*) Trusting that time will heal the wound that you have sustained by this sad loss.

(*k*) Good-bye.

(*l*) With best compliments.

(*m*) Wishing you god-speed...

(*n*) Wishing you a pleasant journey.

(*o*) Praying for your speedy recovery.

8. Illustrations of Short Notes.

1. *Inviting a friend to join a shooting party.*

15, Buta Singh Buildings,
Rawalpindi.
March 2, 1940.

Dear Kramat,

Some of my friends and myself have arranged a shooting party this week-end to go to the neighbouring hills beyond Ramkund We leave here on bikes by 8 a.m. on Saturday. Please make it convenient to yourself to join us. To miss you will be like missing mirth.

Yours sincerely,
A. K. Mistri.

2. *Reply giving consent.*

Gujjar Khan,
March 3, 1940.

Dear Mistri,

Thank you for your note. I was also feeling rather fed up with the sameness of programme every day and was looking forward to some opportunity to get a day or two off. I will come with pleasure and join you punctually a little before you start.

Sincerely yours,
K. Kramat.

3. *Reply declining the invitation.*

Gujjar Khan,
March 3, 1940.

Dear Mistri,

It is so very kind of you to remember me like that. I myself was eagerly looking forward to some such chance. But, as ill-luck would have it, my wife is taken ill and the doctor believes her trouble will take full one week to run out its course. I am helpless, you see.

Hoping to be excused,

Yours sincerely,
K. Kramat.

4. *Asking for the loan of a tea-set.*

Raja Lane,
Chandni Chauk,
Delhi.
November 28, 1939.

Dear Rajindar,

A friend of mine with his small party is halting with me this evening on his way to Bombay. It will be tea time, and I am doing with a bachelor's set, you know. So please send me the spare one per your bearer.

Please do make it convenient to yourself to join us at 5 in the evening.

Yours sincerely,
Madan.

9. **Examples of Letters.**

1. *From son to father on return to school after long vacation.*

D. A.-V. High School Hostel,
Lahore.
October 2, 1939.

My dear Father,

I reached here safely yesterday in the afternoon. I am well settled by now. The school authorities had already done a lot to save us the worry and time for settling down.

I only feel rather lonely yet after leaving you all. I hope daily work at school and growing interest in studies will help me get over this in a few days.

With love to all at home,

Your loving son,
M. L. Peace.

2. *A delayed reply from father to the above.*

5, Lalimli Maidan,
Cawnpore.
October 20, 1939.

Dear Peace,

I was very glad to receive your weekly notes so punctually. Your mother has been having her old trouble for the last two weeks, hence the delay.

I believe you must be in the thickest of your preparation for the term examination and loneliness must have long left you.

I trust you will do your best to maintain the top position you won last term.

History repeats itself so often, let your last year's glorious result repeat itself too.

Mona remembers you very often. She is quite happy otherwise.

Keep me informed of your health.

Your affectionate father,
F. Peace.

3. *A private letter from a pupil to a schoolmaster during long vacation.*

1, Golf Road,
Racecourse,
Lahore.

Dear Mr. Sharif,

I hope you will not be worried by my writing to you during the holidays, but I am anxious to find out the names of some of the books you will like to suggest on Geography.

I feel deeply interested in the subject. I have gone through the magazines you once suggested to us a month before the closing of the school.

Kindly send full details about the books. I want to order them now so that I may get them before the school re-opens.

You will be pleased to hear that my health is very much better, now that I am having plenty of fresh air.

With best wishes for a happy holiday,

I remain,
Your sincere pupil,
T. K. Kapur.

M. S. Sharif, Esq.,
M.A., B.T.,
25, Surkhi Galla,
Dalhousie.

Exercise 65

I. Arrange the subscriptions in column (2) below so as to suit the corresponding salutations in column (1) :—

1	2
Dear Mother,	Truly yours,
My dear Habib,	I remain, Your sincere pupil,
My dear Cousin,	Yours very affectionately,
Dear Kailash,	Your affectionate cousin,
Sir,	Yours sincerely,
Dear Sir,	Yours obediently,
Dear Mr. Mehta,	Very sincerely yours,

II. Write letters with the following outlines :—

1. You have been delayed one night by a railway accident at a small station. Write a letter to your father, relating your experience.

[*Hints.*—Last week I took a journey from Ferozepore to Delhi. After the train left Bhatinda, there was an accident....Engine collided and the train derailed......Had to stay for about four hours in a dense forest at night... the jungle said to be inhabited by wild animals...could hear even lions roaring...was afraid lest one should come up as we sat in the compartments...also the jungle was said to be haunted by a gang of robbers......old men and women telling different kinds of stories......felt extremely thirsty......but no water could be had at all. Everybody impatient......At last the train started...and reached Delhi safely in the morning.]

2. Write a letter to your friend, fully describing a recent excursion.

[*Hints.*—I count last Saturday among the happiest days we have had for a very long time. Early in the morning we decided to go to Agra by train.

We enjoyed the scenery very much...charming indeed was the scenery after we left Shahdara. The sunrise was a glorious sight......reached the place at nine o'clock......found the guide who was to take us to the famous cave temples......Though the way was long and tedious, Sher Khan kept us entertained with his funny

stories and his original jokes...Here and there we came across a bit of woodland scenery......At last we reached the foot of the hill......the ascent not a difficult one...... breakfasted......then went to see the caves......The great temple rests on 34 octagonal pillars......most arresting in design and decoration......stands as fresh and beautiful as on its first day...climbed to the top, enjoyed the scenery and then returned.]

3. Write a letter of apology to a friend for not having kept an appointment which you had made with him, explaining fully what prevented you.

[*Hints.*—Really very sorry for having been unable to keep the appointment with you last evening...was just leaving my house to keep the appointment when I received an urgent telegram from my brother saying that my mother was seriously ill......was so much upset that I forgot even to inform you of my departure to see my mother......After reaching home I found that she was improving a little......was there till she was decidedly better. I hope the mention of these actual facts would satisfy you and you will not mind the inconvenience caused to you by my failure to keep the appointment.]

4. Write a letter to your friend describing your favourite resort.

[*Hints.*—My favourite resort is the bank of the river ......there I take my morning and evening walks...... Occasionally I sit on the bank to witness the beauty of the river when the rays of the rising sun are reflected on its glossy surface. It is very pleasant to watch the gentle ripples and listen to their soft murmurs. Indeed the whole scene makes me reflect on the workmanship of God.]

5. (*a*) Write a note from your cousin to yourself asking you to acquaint him with your ideas as to "Who is more useful, a soldier or a teacher ?"

(*b*) Send a reply to a short note of your cousin, asking you to acquaint him with your ideas as to "Who is more useful, a soldier or a teacher ?"

[*Hints.*—A teacher much more useful than a soldier

......a teacher moulds the destiny of the nation by moulding the character of its young persons.

A soldier spreads destruction, bloodshed and ruin everywhere. He believes in brute force, but a teacher spreads enlightenment, trains the mind, spreads culture and knowledge. His work is mental, moral and spiritual, and therefore of a higher order than a soldier's.]

6. Write a letter to a friend, describing the effects of rains in your district.

[*Hints.*—At last the long expected rains have come. The rains have transformed the parched appearance of the country. The grass is beginning to grow in the plains and the fields, the dry brownish appearance of the land has given place to a delightfully fresh green colour. Water drips from the branches of the trees. These rains will prove to be very useful for the crops. The people's minds are filled with thanksgiving to God.]

7. (*a*) Write a letter to your friend, who has been ill, inviting him to visit you during the ensuing summer vacation and describing the amusements you mean to have.

[*Hints.*—I understand from your letter that you have been confined to bed for the last month because of a serious attack of typhoid. Your visit to our seaside home during the summer vacation will surely do you immense good. The invigorating sea breeze will tone you up. The scenery of the seaside, delightful walks in the gardens and meadows laden with fragrant flowers, the regular strolls on the beach, the delightful view of the sunrise or sunset by the sea, occasional sea baths, boating picnics and joy rides, visits to the zoo, the botanical gardens, the musical concerts, and pleasant games, will undoubtedly be conducive to the improvement of your health.]

(*b*) Write a reply to the above (*i*) accepting, (*ii*) regretting inability to accept.

8. (*a*) Your father thinks you are a precocious boy; so he writes, "There have been many men whose early life was full of brilliant promise, but whose careers ended

in failure owing to the lack of industry." Write to him that you will not belie the promise of your boyhood.

[*Hints.*—I assure you I will not give an occasion for complaint and cause you grief by the neglect of my studies. I hope to fulfil the promise held out by my early career. I have not fallen into bad company. All my room-mates are students of excellent character. I am working pretty hard and my success in the examination will prove your fears groundless. Regular daily work, I firmly believe, though at times it is irksome and tiring, brings success. I know idleness and vagabondage ruin a man's career. It is true, "Those who are resolved to excel must go to their work willing or unwilling, morning, noon and night: they will find it no play, but hard labour." Believe me I shall work according to your directions.]

(*b*) Write a letter from your father to which the above may form an answer.

9. (*a*) Write a letter to your friend who is at present travelling in Europe, asking for information about things and places he has lately seen.

[*Hints.*—I am very glad to hear that you have finished your voyage and safely arrived in England. Please let me have a brief account of things and places you have seen. I think you must have seen the Houses of Parliament, Westminster Abbey, Windsor Castle, Buckingham Palace, the Thames Bridge and its famous tunnel, and the Universities of Cambridge and Oxford. As you are always fond of seeing the beauties of nature, I believe you must have visited the Alps and the mountain lakes in Switzerland. Kindly give me an account of the French, the Germans, the Russians and the English and their different manners and customs.]

(*b*) Attempt a reply to the above.

10. A father finding his son to be of irresolute temperament and hesitating nature, writes to him, "A man who hesitates is lost."

Imagine the letter and write it out.

[*Hints.*—A man who is perpetually hesitating, seldom succeeds in accomplishing anything. Instead of progressing,

ing, he will be at best stationary and more probably will lose in every respect. It is only the man who first consults wisely, then resolves firmly and finally executes his purpose with inflexible perseverance, undismayed by those petty difficulties which daunt a weaker spirit, that can advance to eminence in any line. Take your course wisely and firmly and if after having taken it, you hold on to it with heroic resolution, even the Alps, the Pyrenees and the Himalayas will shrink into insignificance before you.]

11. "It is often the steady plodder who gets prizes." Write as from a father to his son.

[*Hints.*—Being away from your parents, the necessity of your being very careful about yourself is greater all the more. The most brilliant students who work by fits and starts do not attain so much of success as those who go on working slowly and steadily. Many average men of very mediocre gifts have achieved solid success in life by perseverance, steady application and hard work. Compared with a brilliant genius, they are like the tortoise to the hare ; and yet as the tortoise won the race by plodding on bravely with unrelaxed perseverance, so many a steady worker wins through in the end. It is not always the cleverest boy that takes the prizes. They are often won by a steady plodder of average intelligence.]

12. Write a reply to the above assuring your father that you will abide by it.

13. You have received a letter from your father, saying that he has arranged your wedding and that the ceremony is to take place within a fortnight. Write a reply objecting and giving reasons for it.

[*Hints.*—Marriage is a great evil for a student...... cannot devote whole-heartedly to his studies, generally wastes his time in idle enjoyments and merry-making ... studies neglected......failure......career ruined.........too young to shoulder the responsibilities of the world...cares of parenthood and a family thrust upon a boy-husband in early life...he has not the time, leisure or opportunity for mental development. Independence is a great blessing but he is always dependant on his family. What can

children sixteen years old (who themselves require looking after) know of the nurture of their own children? Therefore my early marriage will not only mar my happiness and freedom but will also wreck the happiness of the whole family.]

14. Write a reply agreeing to the wedding and giving reasons for it.

III. Write a short note :—

(1) Of informal invitation to a friend to tea.

(2) Replying to the above (*a*) accepting, (*b*) declining the invitation.

(3) Of invitation to a teacher, inviting him to come and look over a house that your father has just built.

(4) Asking for a loan of a book from a friend and assuring him that you would make careful use of it.

(5) Asking a friend to lend you his waterproof coat, as you are going to Srinagar on a flying visit. Tell him when he should expect it back.

IV. Write the following *personal letters* addressed to your friends or relations or parents :—

(1) About some of your troubles.
(2) About an accident that happened to you.
(3) About a wedding you attended.
(4) About a book that you recently read.
(5) About a picnic you had with your friends.
(6) About a tour you made along with your friends.
(7) About a contested cricket or hockey or football or tennis match you recently witnessed.
(8) About a railway journey you made.
(9) About what you wish to do after passin g our examination.
(10) About the fashions in dress.
(11) About a tea-party which you attended.
(12) About your attempts at early rising.
(13) About your recovery from a serious illness.
(14) Inquiring about your friend's health.

(15) About the various improvements you would like to introduce in the villages you have visited.
(16) Giving an account of the recent exhibition which you have visited.
(17) About how you would like to be taught.
(18) About the way in which you wish to lead your life, giving reasons for the same.
(19) About the drudgery of examinations and their usefulness.
(20) Inviting your friend or cousin to spend his Xmas with you, or asking him for the loan of a book, or congratulating him on his success.
(21) Describing a cycle accident.
(22) Cancelling an engagement.
(23) To your younger brother, giving him some useful instructions about the care of a watch.
(24) A friend has sent you a letter congratulating you on your success in the examination. Write a reply to him. Tell him something about your plans as to what you are going to do next.
(25) Describing a real or imaginary flight in an aeroplane.
(26) To your uncle, thanking him for the gift of a book that he sent to you as a birthday present.
(27) To your brother in England, telling him all that he would like to know about what is going on at home.
(28) You have recovered from a long illness; write about your experiences in bed, etc., to your cousin.

II. Business Letters

10. In **business letters** you have to be *business-like, straight* and *direct* in your writing. Business men are busy people and have no time to waste over ornamental phrases.

No word conveying double meaning should be used. A business letter is a document accepted in law; it is important to him who writes and him who receives. Every word of it is binding on the writer. Therefore weigh

every word carefully before you use it, *so that neither more nor less is said than it is intended to say.*

11. Its Framework.—It differs from private letters inasmuch as it shows at the top *both*:

(*a*) *From whom the letter issues.*
(*b*) *To whom it goes.*

12. Sample Letters.

EXAMPLE I.

Ordering goods from a firm.

M. H. Sufi, Esq., I.C.S.,
37, Montgomery Road,
Lahore.
April 22, 1939.

To
(*i*) The Imperial Electric Supply Co.,
Brandreth Road,
Lahore.

(*ii*) Dear Sirs,

(*iii*) I should be much obliged if you would let me have at your earliest convenience the undermentioned goods, to be delivered at my bungalow :—

(*iv*)
Two table fans of 18″ diameter, Mareilli make, @ Rs. 35 each.
Two ceiling fans 27″ diameter, Mareilli make, @ Rs. 58 each.
One table lamp with heavy base, spring stand and ample shade, black outside fitted with a 40 candle power, gas-filled Mysore bulb. @ Rs. 4 per lamp.

(*v*) The prices quoted here are from your catalogue of January, 1939.

(*vi*) The goods should be properly tested before despatch.

(*vii*) The payment will be made by cheque on the Central Bank of India.

(*viii*) The table fans and the lamp are required urgently and I should be glad to have them by to-morrow evening at the latest.

(*ix*) Yours faithfully,
M. H. Sufi.

13. The Essentials of a Business Letter.

(*i*) *Messrs.*—Note the *dot* at the end. It is a *short form* of a French word, meaning 'My gentlemen'. It is *plural* in number and is used only before the name of a *firm* owned by or started in the name of *two* or *more persons.*

Remember that it is meaningless to use it before the name of a firm started by one man or before one named after no person at all.

(*ii*) *Salutations* :—

1. *Dear Sir*, (*i*) If the firm is named after *one* person.
   (*ii*) If the manager of a firm is addressed.

2. *Dear Sirs*, *or* *Gentlemen*, (*i*) If it is a firm named after *two or more* persons.
   (*ii*) If it be an impersonal firm—named after no person.

(*iii*) *Place of delivery* is clearly named. The firm is not left in doubt where to deliver the goods; to wait for the man's servant or to send them on.

(*iv*) *The articles or goods ordered.*

(*a*) Have the number required stated in words.
(*b*) The descriptions fully given.
(*c*) The prices clearly stated.

(*v*) *Authority for prices* is stated.

(*vi*) *Caution* is given as to the soundness of goods. If the goods turn out bad the firm is responsible.

(*vii*) *Method of payment* is clearly stated. In case the firm does not like this method, it is up to them to send goods or not.

(*viii*) *Whatever is required urgently* is clearly stated. The latest time by which the goods must be there is clearly named.

(*ix*) *Subscription* :—

(*a*) Yours faithfully, or
(*b*) I am,
Yours faithfully,

14. A few Useful Phrases and Sentences to Begin Business Letters with.

(1) Agreeably to your wishes I have—

(2) We have to thank you for your favour—

(3) We have now the pleasure to send you—

(4) I am directed by the—

(5) I beg to report—

(6) In compliance with your request—

(7) Allow me to remind you—

(8) I regret to have to remind you—

(9) With reference to your letter No.—dated—I have the honour to inform you—

(10) In reply to your advertisement for a junior clerk, I beg to apply—

EXAMPLE 2. *Ordering books from a firm.*

Pathankot,
10th March, 1939.

To

Messrs. Gur Das Kapur & Sons,
Anarkali,
Lahore.

Dear Sirs,

I shall feel obliged if you will send me at your earliest convenience the following books by passenger train and the R. R. per V. P. P. :—

Royal Matriculation Geometry	... 30 copies
Royal Matriculation Translation	... 40 copies
Royal Matriculation Geography	... 72 copies
Royal Matriculation Physiology	... 15 copies

Please so arrange the despatch that the books reach me by the 30th instant without fail.

Yours faithfully,
S. K. Mahant,
Bookseller.

EXAMPLE 3. *Ordering furniture from a dealer.*

Rai Sahib Sudarshan Kapur,
10, Brahmpuri,
Ludhiana.
1st August, 1939.

To
M. Allah Ditta,
Furniture Maker,
Kartarpur.

Dear Sir,

I require immediately the articles named below :—

Twelve chairs for dinner table, latest design, teak finish.

Four office chairs.

One revolving chair, shisham finish.

One dressing-table of teak wood, fitted with oval mirror.

One sofa set, cane finished.

Please pack them so as to ensure them against scratches or other injuries. The goods should be sent by lorry and the delivery made at my door.

Payment will be made next month. The amount should stand against my name in your account-books till then.

Yours faithfully,
Sudarshan Kapur.

EXAMPLE 4. *A reply to the above.*

M. Allah Ditta,
Furniture Maker,
Kartarpur.
2nd August, 1939.

Rai Sahib Sudarshan Kapur,
Brahmpuri,
Ludhiana.

Dear Sir,

I beg to thank you for your esteemed order of the 1st instant and have pleasure in stating that the goods

ordered therein were sent just this morning by a through lorry No. P. 5671 C.

Please find herewith the bill for Rs. 120-10 which includes packing and transport charges, and which I trust you will find *in order*.

Awaiting your further esteemed orders,

I am,
Yours faithfully,
Allah Ditta.

Note.—The phrase '**in order**' in the above means *carefully drawn up*, without any mistakes of calculation, etc.

Exercise 66

(1) Write a letter to a bookseller, asking him to send some books.
(2) Write a letter to a bookseller about the return of a book sent to you but not required by you.
(3) Write a letter to the manager of an Insurance Company, asking for a sub-agency, mentioning your capacity for work and the area you like to choose.
(4) Write a reply to the above.
(5) Write a letter from a shopkeeper to his customer, requesting for an early payment of the bills.
(6) Write a reply of a shopkeeper to an order placed by a customer, to supply the goods ordered, in as good a condition and as promptly as possible.
(7) Write a letter to a dealer in sports material to supply you with good sticks for the hockey team, good cricket and tennis balls and shuttlecocks at an early date.
(8) Place an order for a camera with a firm, giving full particulars.
(9) Write a letter to the Traffic Superintendent, Commercial, N. W. Railway, Lahore, telling him that a parcel of mangoes which you sent was not despatched in time through the negligence of the clerk-in-charge and that all the mangoes were spoiled. Lodge a claim, giving full particulars.

(10) Write to the postmaster about a money-order which you have not received.
(11) Write a complaint to a firm about goods supplied.
(12) Write a letter to the captain of another team, asking him to play a friendly match.
(13) Write out a reply to the above accepting it.
(14) Write out a reply declining.
(15) Write out a note to a doctor, asking him to call on you immediately as your brother is seriously ill.
(16) Write a letter to a lawyer, asking for his advice about an accident that you had with a car, while travelling on a bike.
(17) Write the reply to the above.

III. Letters to Newspapers

15. Letters to newspapers for publication should be addressed to *the Editor* and not the manager of the newspaper. Such letters deal with topics of public interest and not of a private nature. They should begin with *Sir*, (not Dear Sir,) and end with '*Yours truly*'.

16. If the letter is not meant for publication in the newspaper, but concerns merely business matters, such as asking for placing the writer's name on the list of subscribers, notifying a change of address, requesting that the paper should no longer be sent to the writer, or forwarding an advertisement for insertion in the newspaper, it should be addressed to the manager. The beginning and the end in such cases will be just like those of any other business letter.

EXAMPLE 5. *Drawing attention of the Municipality to a road in bad condition.*

To

The Editor,
The Tribune,
Lahore.

Sir,

Kindly allow me a few lines in the 'Complaint Column' of your esteemed paper.

The road that leads from the town proper to the Railway Station is in a very broken state. It is full of fearful

pits. No tonga, no lorry can pass it without getting a score of bumps and as many jerks and jolts in less than one hundred yards. Even a cyclist cannot steer his way smooth with his narrow tyres!

In case of all buses the driver's skill is set at naught; the pits direct the wheels!

Yet this is the road which is most used by people. It is very surprising to see that it is being so sadly neglected. For the last one year and a half the public has tolerated this sore sight without a murmur.

I hope the Municipality will be better advised and turn their thoughts to the speedy repairs of this route.

Ambala, Your truly,
27th March, 1939. A citizen.

Exercise 67

Write to a newspaper:—

(1) Giving an account of a meeting that was held by the old boys of your school.
(2) Complaining of vendors' keeping their articles uncovered.
(3) Complaining of fast traffic in a certain part of the town. Request the authorities to cause the putting up of a caution board, limiting the speed to 5 miles per hour.
(4) Advocating the setting up of a free reading room.
(5) Giving a report of speech made by a distinguished visitor at your school.
(6) Protesting against the stopping of inter-school tournaments.
(7) Suggesting the starting of hobby culture in schools.
(8) Urging the postponement of a public examination.
(9) Complaining of a hard paper set at a public examination.
(10) Describing an incident that took place in a fair near your town.
(11) Write a letter to the editor of a paper, protesting against rash driving and its consequences.
(12) Write a letter to the editor of a daily, describing therein the devastating effect of a flood in a river on the adjoining villages.

(13) Write a letter to the editor of a paper, protesting therein against the bye-laws passed by the Committee.

(14) Write a letter to the editor of a paper, making therein an appeal for funds for starting (*a*) a hospital, (*b*) an orphanage, (*c*) a school, (*d*) a widows' home.

IV. Letters of Application

17. Remember that such a letter from you is likely to be *one of many* that will reach the same office. If it is too long, it may not be read at all!

18. While writing such letters, **guard against**:—

(*a*) writing too much about yourself;

(*b*) writing anything absurd to flatter the officer or the firm you are applying to;

(*c*) using boastful or a timid tone.

19. Its Framework.—The body of the application should have the following distinct parts:—

(1) *Introductory paragraph* stating whether the writer is applying of his own accord or in answer to a notice. Its date and the name of the paper should also be stated.

(2) The writer's *qualifications* and *experience* together with age should be stated in a few clear words, leaving something for the testimonials to say.

(3) Attention should be drawn to the *testimonials*.

EXAMPLE 6. *Application for the post of a clerk.*

146, Nicholson Road,
Lahore.
December 1, 1939.

To

The Superintending Engineer,
P. W. D., Punjab,
Lahore.

Sir,

I beg to offer myself as a candidate for one of the vacant clerkships in your office, according to the conditions advertised in this morning's *C. & M. Gazette.*

I am twenty-one years of age and I matriculated from the Local Central Model School in 1934. For the past two years I have been studying commercial courses at an institute, connected with the same school.

After qualifying myself in the first division, I spent the last six months of training as a junior clerk in the House Tax Officer's Office in the Town Hall and I enclose a testimonial from the said officer.

My work at the office has been chiefly in connection with figuring and record-keeping. I have also had some experience with the books. I hold a first-class diploma from the Y.M.C.A. for advanced Book-keeping and Shorthand.

If I am fortunate enough to be selected, I assure you I shall spare no efforts to give you every satisfaction.

I am,
Sir,
Your most obedient servant,
Jagdish Chandra.

V. Complaints to Officials

EXAMPLE 7.

39, Ferozepore Road,
Lahore.
4th Aug., 1939.

To

The Sub-Inspector of Police,
Police Station, Mozang.

Sir,

Behind my bungalow there is a well in the open fields. Hard by is a dairy farm too.

It is so often seen that some bad characters visit the owner of this dairy. They keep late hours and smoke *charas*. Sometimes, on a still night loud altercations are also heard, which are either the result of gambling or of excessive drinking.

Some close observers say that malefactors from criminal areas of Sheikhupura district also find a shelter here.

The other day a shop on the road was broken into, but fortunately the owner woke up and the two miscreants, he stated, ran in the direction of this dairy.

Feelings of suspicion and fear prevail among the inhabitants near-abouts.

Will you kindly make this matter an object of inquiry and vigilance ?

I beg to remain,
Sir,
Your most obedient servant,
Amrit Lal.

EXAMPLE 8.

Village Hoshpur,
Tahsil and District Mianwali.
1st Feb., 1940.

To

The Health Officer,
Mianwali District,
Mianwali.

Sir,

I respectfully beg to report that the other day two cases of smallpox were reported from the neighbouring village. A death has occurred just to-day.

There is a close intercourse between the inhabitants of the two villages. People from there come to buy and sell goods in our market.

Moreover, many cases of measles have already occurred in this village too.

Will you kindly direct your vaccinating staff to pay an early visit to this place and vaccinate the school children and men and women in general ?

I have been directed by the village committee to address you on the subject.

Hoping the letter will receive an early attention at your hands,

I beg to remain,
Sir,
Your most obedient servant,
Hoshiar Singh,
Lumbardar.

VI. Letters from Officials to Officials

20. They are strictly **formal** and **precise**.

EXAMPLE 9.

Letter No. 305/Z., dated 8th March, 1939.

From

Sultan Singh, Esq.,
Chairman,
Rate-payers' Association,
Lahore.
8th March, 1939.

To

The Administrator,
Lahore Municipality.

Sir,

I have been requested by my Association to communicate with you respecting the drainage facilities provided by the Committee to the new colonies.

At what stage is the scheme the Committee chalked out for the purpose? When is it likely to be set afoot?

Hoping to get an early reply,

I have the honour to be,
Sir,
Your most obedient servant,
Sultan Singh.

EXAMPLE 10. *A reply to the above.*

From

The Office of the Administrator,
Lahore Municipality.
Lahore.
10th March, 1939.

To

The Chairman,
Rate-payers' Association,
Lahore.

Sir,

With reference to your letter No. 305/Z., dated the 8th March, 1939, I have the pleasure to inform your

Association that the loan arrangements for putting the scheme into practice are complete.

The manner and method of start is receiving the consideration of the Improvement Trust.

It may be possible to start the scheme before the coming rainy season.

I have the honour to be,
Sir,
Your most obedient servant,
....

Exercise 68

(1) Write a letter, applying for a post in the line in which you expect to qualify.
(2) Write an application addressed to the District Inspector, requesting him for the award of a scholarship to enable you to continue your studies.
(3) Write an application addressed to the Head Master of your school, asking for a concession in your school fees.
(4) Write a letter to the District Inspector of Schools, requesting him to preside at a function to be held in your school, thinking yourself to be the Secretary.
(5) Write a reply regretting his inability, giving reasons, and also one accepting it.
(6) You have been fined for misbehaviour in the class-room, write an application to the Head Master, begging to be pardoned and requesting that you should be exempted from fine.
(7) Write a letter to the Deputy Commissioner, requesting that a hospital be opened in your village.
(8) Write a letter to the Director of Public Instruction, requesting that a school be opened in your town, and offering your personal free services and those of your friends to start with.
(9) Write a letter to the Inspector of Police, reporting of a burglary and the loss of the articles.

(10) Write a letter to the Head Master of your school, requesting him to grant you leave for a fortnight on account of an important piece of work at home.

(11) Write a letter to your Head Master, requesting him to send you a character certificate.

(12) Write a letter to the head of an institution, requesting for a copy of the prospectus and one admission form.

(13) Write a letter to the Head Mistress of a school for the admission of your younger sister to the school.

(14) Write an application to the Registrar of your University, requesting him to send you your Matriculation Certificate.

(15) Address an application to the Director of Land Records, requesting him to supply you with a copy of the registered deed of your grandfather's house.

(16) Write a letter to the President of your Municipality to supply you with your Municipal birth record.

(17) Address a note to the treasurer of your society, asking him to table the accounts before a general meeting.

(18) Address an application to the Director of Public Health, requesting for the improvement of the sanitary condition of your village.

(19) Write a note to the District Medical Officer of Health of your area, reporting that cholera has broken out in your locality and that immediate help is needed.

(20) Address an application to the Traffic Superintendent, North-Western Railway, applying therein for railway concession for a group of students proceeding to their native place during the vacation.

(21) As an incharge of a scout group, submit your monthly report to the District Scout Master, mentioning therein the humanitarian work done by your group during that month.

(22) As a manager of a firm, address a letter to the directors regarding the improvements which you would like to be made.

(23) Write a letter to the Sub-Inspector of Police, complaining of the misbehaviour of certain local goondas while you were out for a walk on the Mall in the evening.

(24) Write a letter to the Public Prosecutor, reporting of a gambling den near-by.

VII. Cards and Letters of Invitation

21. These are of *two* classes :—

(*a*) **Formal**, addressed in the *third person*, drafted *without salutation* or *complimentary* close.

(*b*) **Informal**, the same as *short notes* of invitation drawn up in the same style as private letters.

Formal Invitation—Type I.

Mr. and Mrs. J. L. Sabrawala
request the pleasure of
Mr. Prem Nath Khosla's company
at a Tea Party
on Wednesday, the 10th of February,
at 5 o'clock.

R.S.V.P.

24, Jail Road,
Lahore.
7th February, 1940.

Type II.

K. K. Kupuswamy, Esq.
To meet Sir B. B. Kaul, C.S.I.
Mr. and Mrs. I. N. Mumbaye,
At Home,
Saturday, July 27th, 1939, 5-30 p.m.

R.S.V.P.

Happy Cottage,
Subramanya Square,
Madras.

R.S.V.P. are the first letters of four words, making a sentence in French—*Repondez s'il vous plait*, meaning : Reply, if you please.

If you reply accepting the invitation, the seat is there labelled for you. If you reply expressing inability to join, seat is not arranged. It is *good manners to reply in either case.*

Formal Reply, Accepting

Mr. K. K. Kupuswamy has pleasure in accepting Mr. and Mrs. I. N. Mumbaye's kind invitation to an At Home at 5-30 p.m., on Saturday, the 27th July.

Ashiana,
23rd July, 1939.

Formal Reply, Declining

Mr. K. K Kupuswamy thanks Mr. and Mrs. I N. Mumbaye for their kind invitation but regrets that a previous engagement prevents him from accepting the same.

Ashiana,
23rd July, 1939

Informal Invitation

Crystal Palace,
Nainital.
August 5th, 1939.

Dear Mr. Parshotam,

Will you kindly give me the pleasure of your company at tea and tennis at 4-30 p.m. to-morrow ?

Yours sincerely,
T. K. Pandit

Informal Reply, Accepting.

Sunny view,
Nainital.
August 5th, 1939.

Dear Mr. Pandit,

It will give me delight to be with you at tea and tennis to-morrow at 4-30 p.m.

Thanking you for your kind invitation,

Yours sincerely,
P. Parshotam.

Informal Reply, Declining

Sunny view,
Nainital.
August 5th, 1939.

Dear Mr. Pandit,

I am so sorry that a previous engagement at my father-in-law's prevents me from joining you at tea to-morrow.

Sincerely yours,
P. Parshotam.

Exercise 69

(1) Write a formal note of invitation on behalf of your father in connection with your elder brother's marriage.
(2) Reply to the same (*a*) accepting, (*b*) declining.
(3) Draft a formal note of invitation to tea in connection with the opening ceremony of new premises built by you for your business office.
(4) Reply to the same (1) declining, (2) accepting.
(5) Draft an informal invitation in connection with the naming ceremony of your younger brother to a cousin of yours.
(6) Reply to the same (1) accepting, (2) declining.

CHAPTER XXXV

UNSEENS

Precis-Writing

1. There are two ways of describing things, the long way and the short way. The short way of putting things is called *Precis-writing* or *Summarizing.*

2. *Precis* is a French word meaning *precise* in English. *Precis-writing*, therefore, means giving the gist or sum and substance of a passage in the briefest and clearest manner.

3. Even long phrases, clauses and sentences can be condensed into a brief form ; as,

	Longer form	*Condensed form*
Phrases.		
	Long, long ago for any attempt upon dates...... ..	In the long past.
	Very near in the future.........	Soon.
Clauses.		
	That which cannot be clearly heard......	Inaudible.
	In the evening when the shades of night had not yet fallen.........	At dusk.
A whole sentence.		
	We travel abroad to come into touch with other people, to learn their manners and customs and to assess from them something of practical use in our own life.	Travelling abroad broadens the mind.

The above only teaches you how to trim or cut off unnecessary, superfluous words and phrases.

4. Just as in the case of a sentence we cut off all unnecessary, superfluous words and phrases, similarly *we lop of all extravagant ideas and irrelevant matter from a passage set for precis-writing.*

5. **Qualities of a good Summary.**

   1. It should, of necessity, be a *precise* summing-up, *but not so brief as a telegram.*

2. It should be a *clear*, *connected* and *readable* account, each part *logically connected* so that anyone who reads this account may easily understand what the original passage means.
3. *Do not omit the main points* made out in the original.
4. It should contain *nothing that has no direct bearing* on the main points. Weed out everything unnecessary.
5. A good summary is in the *writer's own words.*
6. It should be in *same tense* as the passage and in the *Indirect* form of speech.

6. How to Summarize a given Passage.

Study the given passage, as explained below :—

EXAMPLE 1.

The Passage	*Its Study*
Some years ago there lived in Mysore a ten-year-old boy who caught snakes like flies. He would go to the snake, whatever the variety might be, *a cobra* not excepted, and would pick it up just as we pick up *a piece of rope.* He would then put it in his pocket where it would lie completely docile without even attempting to wriggle out. He had no instruments, *no charms, not even* a snake-charming *pipe*, and he would *never pull out* the reptile's *fangs*.	1. The topical sentence generally announces the theme—the topic. 2. The method. (*a*) He picked up even a cobra like a piece of rope. (*b*) The reptile did not feel annoyed. 3. The concluding idea :— Used no charms or pipe and left their fangs untouched.

Now that the points are ready, you may put aside the passage after reading it *twice* or *thrice*.

See if you can reproduce it *in your own words* with the help of these points

The Summary.

In the past a strange boy of ten lived in Mysore. He picked up all snakes, even a cobra, like a piece of rope. The snakes never got angry. He did this without charms or pipe and without even taking out their fangs.

The Title or Heading.

The main point
The main event } will lead you to a correct heading.
The main character

The title of the above passage will be :—

1. A Boy Snake Charmer.
2. A Strange Boy.

EXAMPLE 2. *The Passage*

No wonder the Savara (a savage tribe of India) *is suspicious of foreign medicine.* In his own village, now, *every person gets the same treatment* whether he has leprosy, a cold, or a broken bone. The sick man goes to *the priest* who takes out his divining-bow, puts grains of rice on it and swings it gently to and fro. He calls upon *the spirits of the woods,* hills and trees, and by an intricate system of his own decides which spirit was offended enough to bring this punishment on the sufferer. Then the priest *acts as medium* for the ghostly guest; and instructs the sick man to bring *a chicken* to a certain spot the next day and *sacrifice* it with the proper ritual.

If the disease is more virulent, *a goat* will be required; if life is in danger, *a buffalo.*

Quite simple, you see. And so fair; no pull; no partiality. The *same medicine for all!*

Its Study

The first sentence almost always tells us what the passage is about.

1. The Savara has no faith in foreign medicines.

2. He trusts his priest.

3. Who calls different spirits in his own way to know which spirit is troubling the sick man.

4. According to the degree of illness he advises the man to sacrifice a chicken, a goat or a buffalo.

5. This simple method appeals to the Savara's simple mind being the same for all.

Note.—Study a passage under the following heads:—

(*a*) Its key—the topic sentence.
(*b*) The explanations of this key.
(*c*) Arguments.
(*d*) The winding-up at the end.

From the above points noted during study we get the following readable summary:—

The Summary.

It is nothing surprising that the Savara has no faith in foreign medicine. He still follows his village priest who calls for a sick man the different spirits of the wood in a strange way of his own. According to the degree of illness he advises the man to sacrifice a chicken, a goat or a buffalo to please those spirits. This simple method appeals to the simple mind of the Savara, being the same for all.

The Title: Novel Cures.

Example 3. *The Passage*	*Its Study*
'Seems to be time to light up,' thought he. So he trimmed his lamp, hung it up, and sat down again to work. He finished off one boot and turning it about, examined it. It was all right. Then he gathered his tools together, swept the cuttings, put away the bristles and the thread and the awls, and taking down the lamp, placed it on the table. Then he took the Gospels from the shelf. He meant to open them at the place he had marked the day before with a bit of morocco, but the book opened at another place. As Martin opened it, his yesterday's dream came back to his mind, and no sooner had he thought of it than he seemed to hear footsteps as though someone were moving	1. It was evening. 2. Martin lighted his lamp. 3. He finished the boot in hand. 4. He secured his tools. 5. He opened his Bible, which opened at another place. 6. He heard strange voices, as he had done yesterday. 7. The spirit wanted Martin to know who it was. Condensed:— (*a*) After evening's work Martin turned to the Bible

behind him. 'Martin look round,' and it seemed to him as if people were standing in the dark corner, but he could not make out who they were. And a voice whispered in his ear: 'Martin, don't you know me?'

(*b*) The book opened at a different page.
(*c*) He had heard voices then; the same came now to him.

The Summary.

It was evening. Martin lighted his lamp. After finishing one boot, he put away his tools safely. He then took up his Bible which opened at a place other than the one he had marked. He began again to hear the strange voices he had heard then as if in a dream.

The Title. 1. Pious Martin or 2. Martin's Voices.

EXAMPLE 4. *The Passage* — *Its Study*

Religion is the bread of life. I wish we better appreciated the force of this expression. I remember what bread was to me when I was a boy. I could not wait till I was dressed in the morning, but ran and cut a slice from the loaf—all the way round too, to keep me until breakfast and at breakfast, if diligence in eating earned wages, I should have been well paid. And then I could not wait for dinner, but ate again, and then at dinner and I had to eat again before tea and at tea and lucky if I did not eat again after that. It was bread, bread all the time with me, bread that I lived on and got strength from. Just so, religion is the bread of life but you make it cake—you put it away in your cupboard and never use it but when you have company. You cut it into small pieces and put it on china plates and pass it daintily round, instead of treating it as bread;

1. To grow in body we eat bread in time and out of time to satisfy our large appetite.
2. To grow in mind we should study and practise religion every moment.
3. We should not merely make a public show of it.

common hearty bread, to be used
every hour.

Note.—It is a moralising passage Find out the argument before you begin to write.

The Summary.

Bread is our mainstay for the growth of the body. While we are growing, we eat it in time and out of time to satisfy our large appetite. The same should be done with religion. It should be studied and practised every moment to strengthen the soul. We only make a public show of it ; that will not do

The Title

1 Religion—the Bread of Life.
2 The Food of the Soul.

Exercise 70

I. Study the four passages given in the examples covering the right-hand analysis with a piece of paper. Then compare your study with the one given in the book.

II Work out the title of each passage after a careful analysis of it.

III. Study the following passages on the lines indicated in the examples. Take your study notes on your book. Then write out the summary with the help of these notes the next day, *without seeing the original* :—

(1) The Reform Act had not yet been passed, and a parliamentary election was in some places a mere farce Many ancient, though small, towns and villages had for years enjoyed the privilege of sending a member to the Parliament, but as they were often the property of a single landlord and all the voters were his tenants, he usually managed to secure the election of his own candidate. Such places were called "Pocket boroughs". Kingswell was a pocket borough, and the Earl of Luxmore was the landlord At many successive elections his candidate had been elected, and for many years there had been no poll.

(2) Four-fifths of the Irish people are of Celtic origin, and are devoted Roman Catholics. They are a generous, witty and attractive race, simple and even superstitious, passionately attached to their country. They make magnificent soldiers and there is hardly a country in the world where Irishmen have not forced themselves to the front rank At home, however, they are less successful. This is partly the result of their great difficulty in extracting a bare livelihood from the soil. A harsh land system has doubled the burden upon them and a continuous stream of emigrants has left Ireland during the past seventy years. But better Government and a more generous land system checks this outflow ; moreover, the destinies of Ireland are now in the hands of the Irish themselves.

(3) Printing is generally said to have been discovered in the fifteenth century ; and so it was for all practical purposes But in fact printing was known long before. The Romans used stamps ; on the monuments of the Assyrian kings the name of the reigning monarch may be found duly printed. What then is the difference ? One little, but all-important step. The real inventor of printing was the man into whose mind flashed the fruitful idea of having separate stamps for each letter instead of for separate words. How slight seems the difference and yet for three thousand years the thought occurred to no one. Who can tell what other discoveries, as simple and yet as far-reaching, lie at this moment under our eyes?

Archimedes said that if he had the room to stand on, he would move the earth. One truth leads to another ; each discovery renders possible another, and, what is more, a higher one.

(4) Bien Gun is only now coming into full production after three years. This valuable weapon is different from all other machine-guns by reason of the fact that, if properly made, it has the invaluable quality of never stopping, whereas everybody who fought in the last War knew that those horrible guns were always stopping. The whole efficiency of this gun depends on the engineering effort which has been applied to its construction

It came from Czechoslovakia. Britain got a model which had been used by the designers in 1935 after lengthy trials had taken place. The manufacturing details were worked out with a Czech firm which did not put the gun into production and then Britain arranged for its manufacture at home under skilled mechanics.

(5) A great part of Arabia is desert. Here there is nothing but sand and rock The sand is so hot that you cannot walk over it with your bare feet in the day-time. Here and there in the desert are springs of water that come from deep sources under the ground—so deep that the sun cannot dry them up. These springs are few and far apart, but wherever there is one, green grass very soon covers the ground all around it. Soon fig trees and palm trees grow tall and graceful, making a cool, green, shady place around the spring Such a place is called an oasis. The Arabs who are not in the cities live in the desert all the year round. They live in tents that can be put up and taken down very easily and quickly, so that they can move from one oasis to another, seeking grass and water for their sheep, goats, camels and horses. These desert Arabs eat ripe sweet figs, and also the dates that grow upon the palm trees; they dry them too and use them as food all the year round.

(6) The manner of my daily march was this: At about an hour before dawn I rose, and made the most of about a pint of water which I allowed myself for washing. Then I breakfasted upon tea and bread. As soon as the beasts were loaded, I mounted my camel and pressed forward. My poor Arabs being on foot would sometimes moan with fatigue and pray for rest, but I was anxious to enable them to perform their contract for bringing me to Cairo within the stipulated time, and I did not, therefore, allow a halt until the evening came. About midday, or soon after, Mysseri used to bring up his camel alongside of mine and supply me with a piece of the dried bread softened in water, and also (as long as it lasted) with a piece of the tongue. After this there came into my hand (how well I remember it!) the little tin cup half filled with wine and water.

(7) There has been a good deal in the papers, of late, about the centenary of the invention of photography which is being celebrated this year. Much of it is too technical for the general reader who cannot understand the chemical details of the early work by Dagnerre, the father of this art, and others like him. But ignorance of the process of photography will not diminish the interest with which all photographers of the present day will study the exhibition, which is to be opened at the Victoria and Albert Museum.

Among the photographs to be displayed are many of Crimean scenes and personages and photographs showing the ruins at Lucknow and Cawnpore and other views in India taken soon after the Mutiny.

Of less direct interest to India will be many views of a London which has disappeared, and portrait studies of eminent men and women.

(8) "One day through crowded streets of fair Lahore,
Royal Jahangir passed in pomp : from far
And near the surging people poured, minar
And mosque and towering arch and column bore
The gayest signs of festival. He wore
A kindly, smiling look and beamed his grace
Upon the humble crowd ; along the city's ways
Thus passed the cavalcade, when lo ! the roar
And din suddenly ceased. The king got down
His stately tusker joining on the ground,
A knot of little ones absorbed in play,
And loud exclaimed, he wished he were as gay,
His life were such a simple, stainless round,
Of joy without the weighty care of crown."

After reading the above retell the incident in your own words.

(9) To lose an old friend is to be cut off from a great part of the little pleasure that this life allows. But such is the condition of our nature that, as we live on, we must see those whom we love drop successively and find our circle of relation grow less and less, till we are almost unconnected with the world, and then it must soon be our turn to drop into the grave. There is always this consolation that we have one protector that can never be lost but by our own fault, and every new experience of the uncertainty of all other comforts should determine us to fix our hearts where true joys are to be found. All union with the inhabitants of the earth must in time be broken; and all the hopes that terminate here must on one part or other end in disappointment.

(10) The first thing I felt I wanted was a wash, but I could not find any water. Menken, the cinema operator, took me in town, however like the good fellow he is and soon we were knocking at the great double doors of large

house in a side street. A fat but dignified old Spanish lady answered, and when we told her what we wanted, she led us along a great passage into an immense by whitewashed room. The walls were hung with pictures of saints and Biblical subjects, and side by side stood two huge four-post beds with great, black twisted columns. In the corner was an exiguous wash-basin, but there was plenty of fresh water, and as I had soap and a towel we had a great wash. The good lady trotted in and out despite Menken's half-hearted attempt to shut the door.

She said that she and her two sisters were all the adults left of the family. Two daughters had been killed after suffering all sorts of indignities—we thought it better not to inquire what they were—and the four men of the house had also been killed. "We are three old women," she said, "and we have eleven small children to look after!"

(11) It is impossible to deny to Dupleix the possession of some of the greatest qualities with which man has ever been endowed. He was a great administrator, a diplomatist of the highest order, a splendid organiser, a man who possessed supremely the power of influencing others. He had an intellect quick and subtle yet large and capable of grasping; an energy that nothing could abate; a persistence, a determination that were proof against every shock of fortune. He possessed a noble, generous and sympathising nature; he was utterly incapable of envy and jealousy and was endowed besides with that equanimity of temper that enabled him to bear the greatest reverses, the most cruel injustice toward himself, with resignation and composure. He was not indeed a general. He did not indeed possess the taste for leading armies into the

field. Yet he showed on many occasions, notably on the occasion of the siege of Pondichery by Boscawen, that he could not only stand fire, but could defeat by his unassisted and natural skill, all the efforts of the enemy.

(12) It was in this month of August that the Spanish national army was being formed Young men were marching to exercise, were standing at the rifle butts or were kneeling round a machine-gun, all over Nationalist Spain Some of them in khaki, with a khaki forage cap with green or scarlet tassel hanging over the forehead—these were men belonging to the classes of conscripts being called up, three in August and two later in December. These conscripts were just 200,000 in number, and they were to form the solid flesh of the skeleton Regular Army which was all that had been left after five years of republic.

Their discipline was severe, their training hard, and they turned out to be very fine soldiers Companies from the Regiment of America—a name which is a romantic reminder of the spacious days when Spain held sway over three quarters of a continent in the new world—were equal in valour to the famous Spanish foot of the Sixteenth Century. They had no peers in close hand-to-hand fighting, when it was a case of each man for himself.

(13) I had with me in my car a very gallant little American girl, Miss Frances Davis, who was acting as courier and correspondent for the *Daily Mail*. She showed no fear, not even when I told Antoine, the chauffeur, to jam on the brakes and stop, at a moment when we were travelling at some sixty miles an hour. The car side-slipped across the road, the cushions slid from their places, and two bottles of beer rolled from a basket, pouring their contents over us as we opened the doors and

jumping out, took shelter in the fields on the right of the road. One of the Red 'planes, a small one of the Moth type, was then only some 300 feet up, but it could not fire through the propeller and had to side-slip on one wing every time it tried to get its machine-gun to bear. It did so twice again as we stood in the field motionless and hidden from view in the shadow of the rocks and then giving up the chase as a bad job, it flew off. We had further emotions, however, for when we reached Villacstin, some miles in the rear, the Red 'planes returned and bombed us soundly again. We were lucky not to be touched, but there were over a score of casualties among the soldiers. Miss Davis behaved with exemplary coolness, taking it all for granted and when she got back to the frontier she was able to write a brilliant despatch relating her experiences.

(14) The post office does much more than send our letters and wires and provide us with telephones. Go into a big post office and look around the counters: " Parcels ", " Savings Bank ", " Postal Orders ", " Registered Letters ", " Window Deliveries " are a few of the many notices you can see Recently the post office has begun to sell savings certificates also. More recently the post office has arranged to collect money for traders who supply goods through the post. Pensions of all sorts are paid across the postal counter.

CHAPTER XXXVI

UNSEENS (*continued*)

Passage Comprehension

1. Comprehension of an unseen passage is another very valuable exercise in language understanding. It is an aid in training young minds to grasp and retain what they read. Without this training, study will lose half its use.

2. Answering questions on what you read gives you a **four-fold training** : –

(1) It trains your mind *to select what is useful*, leaving aside what is unnecessary.

(2) It helps you to *grasp* the meaning of the passage—to understand the *main topic*, to follow *the arguments* and *explanations*, and to understand the *conclusion* drawn.

(3) You learn to put ideas thus gained *into your own words*, connecting them in your own way.

(4) Successfully done, *it removes your fear of the unseens*. You no more tremble at the sight of a newspaper or a magazine. *Your reading capacity per hour increases.*

3. **The Method.**—Subject the passage to the same analysis as already explained in paragraph study round the following heads :—

A. The *theme*—the topic, the main point.
B. The *enlargement* of the theme—the explanations and arguments.
C. The *summing-up* at the end.

Also make questions of your own on small portions of the passage as you go along.

4. **Answering Questions.**—The above study will give you a grasp of the parts as well as of the whole.

Now take each question one by one and study the passage for each, calling up the relevant facts and taking down your own notes.

Put the passage away from you and with the help of these notes write out the answer *in your own words*, helping your reader to understand what you have understood from the passage.

5. **The Tense of the Answers.**—Answers should be *the same in tense as the questions.*

6. Revise your answers carefully to remove any errors that may have been made.

7. **The Title or Heading** —Ask yourself the following questions :—

(*a*) Is it a passage describing some event?
(*b*) Is it describing some person—a character?
(*c*) Is it discussing some point—opinion—establishing it or refuting it?

Your passage must belong to one of these classes. Find out which. Now you are in grasp of the correct title.

Write it out, *making the first letter of every word capital*, as already explained in connection with paragraphs and stories

8. **The Question-Answer Method.**—In this, the student frames certain questions himself as he reads the passage. These questions are later on answered by him The questions and answers clarify to his mind the meaning of the passage.

Study the following examples keeping in mind the rules indicated above :—

EXAMPLE I.

The Passage	*Questions & Answers*
During the years since the treaty with them had been concluded they had treated it with disregard and *been allowed to disregard it with impunity.* They had been permitted to worry away	*Q.*—What does the passage talk about? *A.*—There had been a treaty between two parties; one broke it from the start. *Q.*—What did the other party do?

our envoys by petty annoyances from their court and their insolvence had even been tolerated, when *at last they vexed our commercial agent at Rangoon* into silent departure from their port On more than one occasion they had *threatened* recommencement of hostilities against us, and at the most untoward time every effort was made to obtain *reparation by friendly means*, but every effort was in vain. *Our demands were evaded, our officers were insulted.*

A.—They allowed them to do so. They did not care much. They did not punish them.

Q.—Did the first party stop doing mischief?

A.—No, they annoyed the commercial agent at Rangoon

Q.—What threat did they give?

A—They threatened to start war again.

Q.—What efforts did the other party make?

A.—They wanted to be paid for their losses in a friendly way.

Q.—What was the final result?

A—They went on insulting officers of the other party.

The *first sentence* of the passage above at once guides us as to what the passage is about: a treaty between two parties—one of them breaking the treaty.

How? (*a*) Envoy harassed out of court.
(*b*) Commercial agent compelled to leave Rangoon.

Rangoon? Yes, the party breaking the treaty is the Burman.

Who were the others, then? Of course, the English. (We know it from our knowledge of history.)

What threat did the Burmans give? (Treaty marks the close of a war; and the breaking of it, the starting of war again.) They wanted to re-start fighting.

Did the English do nothing? At first they looked on. Then they tried to come to an understanding by friendly means.

With what result? No good result.

The *hint* that we get from the *first sentence* leads us on from one fact to another. '*Rangoon*' tells us the parties.

A few simple words that we know guide us further. '*Threatened*' in the above passage does it. '*Friendly means*' also guides us.

The *last sentence* gives us the final result.

Now you can answer any questions asked on it.

The Title.

(1) Anglo-Burman Relations ; or
(2) Burma Wanted War.

Example 2.

The Passage	*Its Study*
Man's success depends not on chance, but on his labour.	What is the key of man's success?
A man who depends on luck mars his fortune and degrades himself by his inactivity and idle dreams of unexpected good fortune, and always murmurs against fate;	Should man depend upon luck? What will be its result?
whereas a laborious man is content with any fate and makes his fortune by his own firm will and force of character.	How does a laborious man fare?

Again *the first sentence* gives us the hint: it is a talk about depending upon luck or chance and depending upon labour, hard work, industry, or pluck.

Then follow explanations and arguments.

Why don't people depending on luck succeed in life?

Why do laborious people succeed?

After this study you can answer any questions that can be asked on the passage.

The Title.

1. Luck *versus* Pluck ; or
2. Labour and Chance.

Note.—After studying a passage on the above lines, *frame questions of your own* and give them to your friend to answer. Get him to do the same for you. Then seek the help of a senior student or teacher.

Exercise 71

I. Study the following passages and set questions on them :—

(1) A beggar, who had tried many ways of getting money, at last hit on the plan of pretending to be dumb. A gentleman who was passing by knew the beggar by sight, and going up to him, suddenly asked, "How long have you been dumb?" The beggar was taken by surprise and quite forgetting about his decision not to speak, he answered quickly: "Ever since I was a baby."

Suggest a suitable title to the above.

(2) She had given free leave to all men, of whatever condition of life, to come and be her suitors; anyone might come, be he a prince or be he a tailor, it was all the same to her. She made him play with her at, "What are my thoughts like?", and if he could guess her thoughts three times then she promised to give him her hand and he would be king over the whole country when her father died. But if he could not guess right three times—and no one had ever yet done so—she always caused him to be immediately put to a cruel death; some were hanged, others beheaded, so wicked and bloodthirsty was this princess.

Suggest a suitable heading.

(3) Not only boys, but also many grown-up people are fond of making heroes of great soldiers. They praise the great conquerors of history like Alexander the Great and Napoleon. But "*Peace hath her victories no less renowned than war*;" and therefore, we ought to give more honour to the social reformers, the scientists, the philanthropists and the wise statesmen of history. Their work has been to make people happier and more prosperous, to prevent and cure disease and make life more comfortable, to relieve poverty

and suffering, and to give countries peace, good government and just laws.

Suggest a suitable heading.

II. Study the following passages and answer the questions given at the end :—

(1) Man rules the earth to-day. He levels the hill and bridges the stream. His tall buildings lift their heads to the sky ; the steel tracks of his railways cross the plain and the mountain. He spans the ocean by boats upon its surface, submarines beneath it and aeroplanes and Zeppelins above it. He is master of the scene he surveys —even of the air through which his aeroplanes fly free. He upsets the balance of nature in large areas, destroying plants and animals which oppose him, and substituting those which he wishes to use for his own ends.

Q.—Assign a suitable heading to the above passage.
Q.—How has man conquered the plains and the mountains?
Q.—By what means does he command the sea ?
Q.—How does he rule the air?

(2) And after first folding his hands and repeating his evening prayer, Hans leaned his head back against the wall and quickly fell into a sound sleep. When he awoke it was midnight, the storm had passed by, and the moon shone in through the high church windows, its light falling full upon an open coffin that lay on the floor in the midst of the church. A dead man lay in the coffin, and it had been taken into the church to be left there till the grave was dug for it next morning, because the dead man had been a stranger, with no house of his own and no relatives to take charge of his remains.

Q.—What did Hans do before falling off to sleep?
Q.—What did Hans see on waking?
Q.—Why was the dead man not buried?

(3) The King bade Joan to choose her reward. Already horses, rich armour, jewelled daggers, had been given to her. These, adding to the beauty and the glory of her aspect, had made men follow her more gladly and for that she valued them. She, too, made gifts to noble ladies and gave much to the poor. She only wanted them to wage the war with, not for herself. Her family was made noble : on their shield between two lilies, a sword upholds the crown. Her father was at Rheims, and saw her in glory. What reward was then Joan to choose? She chose nothing for herself, but that the native village of Domermy should be free from taxes. This news her father carried home from the splendid scene at Rheims.

Q.—Why did Joan accept the presents given to her?
Q.—What was the reward Joan asked of the King?
Q.—What does it tell you about Joan's character?

(4) It was the same with the beginning of the Railways, George Stephenson was branded as a quack, a fool and a knave. Engineers sneered at him and went into the witness-box to declare against his schemes. Farmers were told that the Railways would prevent the cows from grazing and hens from laying; noblemen were told that the poisoned air from the engines would kill their pheasants and foxes. Householders were told that their houses would be burnt up by the fire from the engines, boilers would burst and blow the passengers to atoms; landscapes would be made bare and barren; and canals would be reduced to unused ditches. Even Wellington, after he had won the battle of Waterloo, was afraid of Railways.

Q.—Give a suitable heading to the above passage.

Q.—Why did the people condemn the Railways?

(5) The new inventions were the cause of great change in human affairs. Railways, steamships

and telegraphs, and later on aeroplanes and wireless, made travel and communications much easier and more rapid. Journeys could be carried out in about one-tenth of the time they had previously needed, and it was as easy to talk to someone a continent away as if he were in the next room. Administration and government were thus made more simple enabling vast areas to be ruled and controlled from a single centre. The increased production of food and clothing and the advances in medical knowledge caused a great increase in the population of the civilized countries.

Read the above passage and answer the following questions :—

Q.—Suggest a proper heading for the above extract.

Q.—What were the effects of important inventions on—(1) Communications; (2) Travel; (3) The working of the Government; (4) The population of civilized countries?

(6) Indeed an ancient city like Athens resembled a modern club. All free-born citizens had slaves who were hereditary servants, and waited upon the needs of their masters.

But when we talk of slaves we do not mean the sort of slaves that existed in America. Many of the slaves in Greece were more prosperous than the poorer classes of free men. For the Greeks, who loved moderation in all things, did not like to treat their slaves after the fashion common in Rome afterwards, where a slave had as few rights as an engine in a modern factory, and could be thrown to the wild animals upon the smallest pretext.

Read the above passage carefully and answer the following questions :—

Q.—What was the position of the slaves among the ancient Greeks?

Q.—What was the position of the poorer free men as compared with that of the slaves?

Q.—How did the Romans treat their slaves?

(7) Before Railways were made, the cultivator derived little benefit from abundant harvest. He could not send his produce to distant places to be sold and if the land produced more than was required in any particular district, as would happen in a good season, the cultivator was deprived of profit, which he might have expected ; indeed he often found it more economical to leave part of his crop uncut. Railways have altered these conditions. The improvements in Railways have enabled agricultural produce to be sent to any distance, with the result that prices have equalised in all places within a reasonable distance of a railway. When harvests are abundant, foodstuffs no longer rot for want of buyers, since the farmer now has *access* to all the markets of the world.

Q.—How did the farmer suffer before the beginning of the Railways ?

Q.—How has he often benefited since then ?

Q.—Give a suitable heading to the above.

(8) So saying, King Ægeus took the golden goblet from the table, and was about to offer it to Theseus But partly through his infirmities, and partly because it seemed so sad a thing to take away this young man's life however wicked he might be, and partly, no doubt, because his heart was wiser than his head and quaked within him at the thought of what he was going to do—for all these reasons the King's hand trembled so much that a great deal of wine slopped over. In order to strengthen his purpose, and fearing lest the whole of the precious poison should be wasted, one of the nephews now whispered to him :

" Has Your Majesty any doubt of this stranger's guilt ? There is the very sword with which he meant to slay you. How sharp, and bright, and terrible it is ! Quick let him taste

the wine, or perhaps he may do the deed even yet."

Read the above and answer:—

Q.—Why did the King hesitate to give Theseus the goblet ?

Q.—What did his nephew say to strengthen his purpose ?

(9) Generally we are under an impression that a man's duties are public and woman's private. But it is not altogether so. A man has a private duty relating to his own home and a public duty relating to the State. So a woman has a private duty relating to her own home and a public duty relating to the State. Now the man's work for his own home is, as has been said, to secure its maintenance, progress and defence; the woman's to secure its order, comfort and loveliness. The man's duty as a member of the Commonwealth is to assist in the maintenance, in the advance, in the defence of the State. The woman's duty, as a member of the Commonwealth, is to assist in the ordering, in the comforting and in the beautiful adornment of the State.

Read the above passage carefully and answer the following questions :—

Q.—Suggest a suitable heading for this extract.

Q.—What public functions can women suitably perform ?

Q.—What are men's duties to the State ?

Q.—How far are his duties private ?

Q.—How far are a woman's duties public ?

(10) All through the winter of 1855 she stayed there, driving over the snow-covered mountains in a little carriage made for the purpose which had been given her as a present. Sick soldiers there were in plenty in the hospital, and some time there was an army also, to keep order until the peace was signed. In order to

give the soldiers occupation and amusement, she begged her friends at home to send out books and magazines to them and this the Queen and her mother the Duchess of Kent were the first to do. Nothing was too small for the Lady-in-Chief to think of; she arranged some lectures, got up classes for the children and for any one who wanted to learn; started a cafe, in hopes to save the men from drinking; and kept a money-order herself, so that the men could, if they wished, send part of their pay home to their families. And when in July 1856 the British army set sail for England, Miss Nightingale stayed behind to see a white marble cross twenty feet high set up on a peak above Balclava. It was a memorial from her to the thousands who had died at the Mountain's foot, in battle or in the trenches.

Q.—What steps did Miss Nightingale take to amuse the soldiers?

Q.—Why did Miss Nightingale stay behind when the army left?

(11) When a Siamese dies his body is placed in a coffin, or a large golden *urn* if of royal blood, and mounted upon a sort of *altar* constructed in the principal room of the house, where it remains in state, surrounded by the most *cherished* belongings of the deceased, and by such ornaments and valuables as the family may be able to assemble. Previous to being placed in the coffin it is washed with much *ceremony,* relatives and friends assisting and *choirs* of monks chanting appropriate formulæ.

Afterwards religious rites are held at intervals, those on the 7th, the 50th, and the 100th days after the death being particularly important. After a period, which may extend to several years, the ceremony of *cremation* takes place, when the relatives of the deceased entertain their friends to the utmost of their means.

Unlimited food and drinks and various games are provided, everyone, beginning with the guest of honour contributes fire and *combustibles* to the funeral pyre, and an exhibition of fireworks fills in the time between the burning of the body and the collection of the ashes next morning.

Q.—What is done to the dead body of a Siamese ?
Q.—Give a suitable heading to the above.
Q.—Describe in your own words the feast given before the cremation takes place.
Q.—Describe how actual cremation is performed.

(12) By far the worst kind of dream is a *nightmare* —a dream which seems very real and is intensely horrible or frightening. When nightmares occur often, they should be attended to. They may be due to illness, such as heart disease or some disease of the nervous system, or indigestion. Many students of this subject believe that they are caused altogether by feelings that have been aroused at some past time by an unpleasant experience such as shock, or even by reading exciting books and that the thought of this, though we have forgotten this, comes back in our sleep. These students say that the best way to overcome nightmares is to fill our minds with good thoughts about beautiful and useful things and so crowd out the ugly and hateful things. Children who have bad dreams should not read novels. Besides the unpleasantness of nightmares, you should remember that they mean that the sleeper is not getting sleep of the best quality and his waking hours will suffer accordingly.

Q.—What do you understand by a nightmare ?
Q.—How is it caused ?
Q.—What precautions should be taken by a man suffering from nightmares ?
Q.—Give a suitable title to the above.

(13) Oliver Twist and his companions suffered tortures of slow starvation for three months: at last they got so wild with hunger that one boy, who was tall for his age, had not been used to that sort of things (for his father had kept a small cook shop) hinted darkly to his companions that unless he had another basin of soup each day, he was afraid he might some night happen to eat the boy who slept next him, who happened to be a weakly youth of tender age. He had a wild, hungry eye. Lots were cast who should walk up to the master after supper that evening and ask for more, and it fell to Oliver Twist. The evening arrived, the boys took their places. The master in his cook's uniform, stationed himself at the table: his pauper assistants arranged themselves behind him; the soup was served out; and a long grace was said over the short supply. The soup disappeared. The boys whispered to each other and winked at Oliver while his next neighbours nudged him. Child as he was, he was desperate and reckless with misery. He rose from the table and advancing to the master, basin and spoon in hand, said somewhat alarmed at his own temerity; "Please, sir, I want some more."

The master was a fat, healthy man; but he turned very pale. He gazed with the greatest surprise at the small rebel for some seconds, and then clung for support to the table. The assistants were overcome with wonder, the boys with fear.

"What," said the master at length, in a faint voice.

"Please, sir," replied Oliver, "I want some more."

The master aimed a blow at Oliver's head with the ladle; held him tightly in his arms, and called loudly for the assistant master.

The board was sitting in solemn meeting, when the assistant master, Mr. Bumble, rushed into the room with great excitement, and addressing the gentleman in high chair, said, "Limbkings, I beg your pardon sir! Oliver Twist has asked for more!"

There was a general start. Horror was depicted on every countenance. "For more?" said Mr. Limbkings. "Compose yourself Bumble, and answer distinctly. So I understand that he asked for more, after he had eaten the supper given according to the plan?"

Q.—Give a suitable heading to the above passage.

Q.—Relate the incident described above in your own language.

Answer the following questions :—

Q.—How did the boys come to cast lots?

Q.—How did Oliver behave when the soup had been finished, and what effect did his conduct have on the master?

Q.—How were the members of the board affected by the master's report and what was said about Oliver? (P. U. 1929)

(14) The storm soon raged furiously. None of them thought of undressing, but lay down on their own beds fully clothed and well they did so, for about midnight the wind burst on them with greater violence than before. A loud crash was heard followed by the shrieks of Mr. Seagrave and Juro. The pegs of the tent had given way, and the inmates were exposed to the fury of the elements. Ready rushed out followed by Mr. Seagrave and William, but so strong was the wind, so heavy the beating rain, and such was the darkness, that it was with some difficulty that by their united efforts the women and children were extricated and brought into the other tent. The children were dried and put into two of the beds, and the rest of the party sat up and spent an anxious night, listening to the noise of the

wind, the roaring of the sea, and the loud patter of the rain against the canvas. Luckily the tent they were in held out. At dawn, Ready went out and found the gale had spent its force.

Q.—Give a suitable heading to the above passage.

Q.—Relate the incident described above in your own words.

(15) At the wedding the barber is a very busy man. Before the day he goes round to the friends and relatives of the family inviting them to come to the wedding feast and begging them not to fail in attendance. On the day of the wedding he has to dress the bridegroom and when the guests are assembled he hands round betels to chew or hookahs to smoke. He helps to serve the wedding feast and when it is over, he distributes the fragments among the beggars.

The barber's wife is as important a personage as himself. She is just as busy among the women as he is among the men. She enters the zenana (the women's portion of the house) to dress the women and adorn them. At the wedding she dresses the hair of the bride, trims her nails, and arrays her in the richest robes. Both the barber and his wife belong to the barber caste. In India trades are handed down from father to son, from mother to daughter. The children of the barber and his wife are taught from their earliest years the duties of their business—they too will become barbers in due time.

Q.—What are the duties performed by the barber at the occasion of marriage ?

Q.—What part does his wife play ?

Q.—Give a suitable title to the above.

(16) (*a*) At Irkutsk a stay of five days had to be made. The town at this time had a population of 80,000. It was a city, however, from which

our travellers were heartily glad to get away. The charges of the "Metropole" where they stopped, were higher than those of its fashionable namesake in London, and yet the accommodation was worse than that of a cheap lodging house. The bedrooms were evil smelling, dark and dirty and food was bad, and the slovenly way in which it was served made it even more unpalatable. And Irkutsk itself had but few redeeming features. Its streets were ill-paved. Its sanitary conditions were deplorable; nor was their opinion of the city improved on hearing from the chief of the police that within the precincts of Irkutsk there was an average of one murder per day.

After reading the above, answer the following questions in your own words :—

Q.—Why were the travellers glad to get away from the "Metropole"?

Q.—What can you say about the city of Irkutsk?

(*b*) Shylock the Jew lived at Venice. He was a money-lender who had amassed an immense fortune by lending money to the Christian merchants at great interest. Shylock, being a hard-hearted man, exacted the payment of the money he lent with such severity that he was much disliked by all good men, and particularly by Antonio, a young merchant of Venice; and Shylock much hated Antonio, because he used to lend money to people in distress and would never take any interest for the money lent; therefore there was great enmity between the greedy Jew and the generous merchant Antonio. Wherever Antonio met Shylock, he used to reproach him with hard dealings, which the Jew would bear with seeming patience, while he secretly thought of revenge

Q—Give a suitable heading to the above passage.

(17) Joe is a younger boy than most of his companions (some of whom are fifteeners and sixteeners) and poorer than all, as may be conjectured from the lamentable state of that patched, round frock and ragged condition of those unpatched shoes, which would encumber, if anything would, the light feet that wear them But why should I lament the poverty that never troubles him? Joe is the merriest and the happiest creature that ever lived twelve years in this wicked world. Care cannot come near him. He hath a perpetual smile on his round ruddy face, and a laugh in his hazel eye that drives the witch away. He works at yonder farm at the top of the hill, where he is in such repute for intelligence and good humour, that he has the honour of performing all the errands of the house or helping the maid, the mistress, and the master in addition to his own stated office of carter's boy. There he works from five to seven, and then he comes here to work still harder under the name of play-boating, bowling and fielding, as if for life, filling the place of four boys, being at a pitch a whole eleven

After reading the above, answer the following questions in your own words:—

Q.—Why is Joe thought to be poor?

Q.—Why is Joe called the merriest and happiest creature?

Q.—Describe the different kinds of work that Joe does.

(18) Devadatta, still determined to carry out his wicked purpose, now devised a plot to bring about Gotam's death. In the King's stables was a very savage elephant; so many people had been attacked and injured by the ferocious beast that at last a petition was sent to the King to beg that a warning bell might be rung whenever the elephant was going to be led out

in the street This was agreed to and when the people heard the bell they ran for refuge to the nearest shelter. One day, knowing that the Buddha had been invited to the house of a merchant in Rajagraha, he went to the elephant-keeper, and he promised him a necklace worth a hundred thousand pieces of money if he would let the elephant loose when the Buddha was near. Devadatta, pretending that he had the King's authority for this wicked plot, persuaded the elephant-keeper to carry out the scheme.

Read the above passage and answer the following questions:—

Q.—Why was the bell rung every time the elephant was led out?

Q.—What was the plot hatched by Devadatta?

Q.—What did Devadatta tell the keeper of the elephant?

(19) Whang the miller was naturally avaricious. Nobody loved money better than he, or more respected those that had it. When people would talk of a rich man in company, Whang would say: "I know him very well; he and I have been long acquainted; he and I are intimate!" But if ever a poor man was mentioned, he had not the least knowledge of the man; he might be very well for aught he knew, but he was not fond of many acquaintances, and loved to choose his own company.

Whang, however, with all his eagerness for riches, was in reality poor; he had nothing but the profits of his mill to support him; but though these were small they were certain. While his mill stood and went, he was sure of eating; and his thrift was such that every day he laid some money by, which he would at intervals count and contemplate with much satisfaction. Yet still his gains were not equal to his desires; he only found himself above

want, whereas he desired to be possessed of wealth.

One day he was informed that a neighbour of his had found a pan of money underground, having dreamed of it three nights before. These tidings were daggers to the heart of poor Whang.

After reading the above passage, answer the following questions:—

Q.—What did Whang say about rich men who were mentioned in conversation?

Q.—What did he say about poor men?

Q.—On what did he rely for his support?

Q.—What was he informed of one day?

Q.—What effect did this information have on Whang?

(20) Certain it is that he, Rip Van Winkle, was a great favourite among all the good wives of the village who, as usual with the amiable sex, took his part in all family squabbles, and never failed, whenever they talked those matters over in their evening gossipings, to lay all the blame on Dame Van Winkle. The children of the village would shout with joy whenever he approached. He assisted at their sports, made their playthings, taught them to fly kites and shoot marbles, and told them long stories of ghosts, witches and Indians. Whenever he went dodging about the village he was surrounded by a troop of them hanging off his skirts, climbing on his back and playing a thousand tricks on him with impunity; and not a dog would bark at him throughout the neighbourhood.

Q.—Give a suitable heading to the above passage.

Q.—What did the wives of the village do for Rip?

Q.—Why was he so popular with the children of the village?

Q.—Why did not the dogs of the neighbourhood bark at him?

CHAPTER XXXVII

ESSAY-WRITING

1. Sentence construction, paragraph composing, story-writing and most of all writing of *long private letters*, lead us on to a *more solid form* of composition —the **essay**. In a private letter, of course, we can *ramble*; we are at liberty to wander away from the main point, but in an essay we have to keep *strictly close to the topic* or theme in hand.

2. What essay-writing demands of us we can understand best from the verb '*to essay*', which means '*to attempt or try*'. So *an essay is an attempt at putting in order in a readable form what we know on a subject.* Essay-writing then is a **three-fold trial** of :—

(*a*) *What you know* on a subject at any given time.
(*b*) *Your power of arranging* what you know in a logical, connected order.
(*c*) *Your skill* in conveying your thoughts to another's mind *with the same force as they come to you.*

3. The greater the number of facts you give, and *the better the way* in which you *arrange* them, and the *simpler* and *clearer your words*, the more the marks you get.

4. Selection of Theme or Topic.—In examination papers, generally, several topics are given. You are to select the one about which you know most—the topic of your own study and taste.

5. Its Framework.—Every school composition can be cast into a set die. Some training in preparing the ideas in suitable, correct words is necessary.

The introduction should be bold and direct. How much you know, how much you will write, becomes quite

clear to your reader from your introduction alone. For this it is best to study introductions of the essays of good writers.

The introduction done, the next paragraph should pick up its clue for its first sentence from the spirit of the last sentence of the previous one. Arguments and explanations are all based on this first sentence. The last sentence is the summing up of the paragraph in selected words. It should also give clue to the beginning of the next and so on. Each paragraph then has a connection with the one before it and leads on to the one following it. This is called a logical, connected order. If it is logical, it is natural.

On a small scale we illustrate below how it should run when written out :—

The Topic.—(Written with the first letters capital.)

(**The introductory paragraph**: It is best to open the theme by directly saying what you are writing about.)

(The firm, round, final sentence of the paragraph.)

(**The topical sentence of the next paragraph**: It is connected with the last sentence of the last para. not in words, but in meaning or in spirit. On the other hand, it clearly states the subject-matter of the new paragraph.)

(Arguments and explanations begin.)

(The final firm ending of the paragraph, summing up in a few words has been said in it.)

(Likewise the next) (So from one to the other.)

....
....
....
....

* * * * *

(The closing paragraph, giving in a few choice words what has been described, discussed or explained in the whole essay.)

Note.—Do not number your paragraphs as 1, 2, 3, etc., only mark each by beginning the first line a little away from the margin and beginning other lines on the margin.

6. **How to Plan an Essay.**—The above outline shows that an essay is a well-thought-out plan. There is no chance left for you to wander away from the topic or to put in out-of-the-way things. *You cannot write too much on any part of it or else it may lose its proportion and beauty.*

It may be planned as shown below :—

We note down our thoughts as they come to us on the topic in hand—let it be **The Pencil**, for example.

Notes :—

(1) It is a great convenience. We can write without ink.
(2) A graphite rod runs inside a wooden rod along its length.
(3) Some pencils are hard, others are soft.
(4) Some are good to write with. They run smooth. Others scratch paper.
(5) The inner rods are of many colours—blue, red, pink, green, yellow, and the like.
(6) How to cut it for use.
(7) Safety pencils do not require cutting.
(8) Their construction is an example of advance in industry.
(9) We use it for drawings and taking down notes rapidly. Written work and accounts are checked with it.
(10) What did man use before pencils were made ?
(11) The fountain-pen seems to be its rival.

They are put down without any order—just as they occur to the writer.

Their re-arrangement in proper order is :—

(1) Introductory : 10, 1.
(2) Kinds and qualities : 3, 4, 5.
(3) Construction : 2, 9, 7, 8.
(4) Different uses.
(5) Conclusion.

The Pencil

What did man use when pencils were not yet made? Well, he must have done with pieces of charcoal or with bits of lead or a sharpened charred bone. His first drawings on the walls of caves fully bear out this conjecture. Of course, then he had no need for pencils either. Education was little, many people did not know how to write. Later on, as education spread, reading and writing became common, man invented the pencil.

He powdered soft stone and by making it into plaster he cast it into moulds, rod-like in shape. This he used for writing on stones or stone slates. For his wooden tablets or black-boards he needed a much softer white substance and he found one in chalk. This gave him his chalk-pencil. Writing on paper brought him face to face with another problem ; he solved it by making graphite into rods, wrongly named as lead-pencils. They gave only black writing. Now he hit upon the device of making pencils of different colours—red, blue, green, yellow and now even multi-coloured ones may be counted among the number.

The first rods were cast thick and used bare. They stained the writer's fingers as well. Moreover, they would break easily. To remedy this, man invented the wooden casing. Now a pencil looks like a fine rod of graphite or some coloured substance running through a smooth, wooden rod along its core. To use it, the wood has to be chipped off finely to a point with a penknife to lay bare a tip of the 'lead' inside. When this tip is exhausted, further chipping has to be done. Man's engineering skill has, however, simplified even this. He has invented hollow, metal barrels through which runs a device holding a small piece of 'lead' in the forward end. A

screw-like twist up and back can easily move it forward and backward. So that when it is not in use, we can twist back the 'lead' safe inside the barrel. These are called safety pencils.

Pencils are widely used. They help us write quickly and without using ink. Their mark too can be removed at will with the aid of rubber. This quality has made it the most convenient thing for drawing purposes. The artist, the draftsman, the carpenter, the tailor—all need it alike.

But, of late, man has robbed it of some of its importance by putting on the market his new device—the fountain-pen.

7. The Length of an Essay.—The length of the essay varies with the examination for which it is written, whether for the Matric, F.A., B.A., or M.A. *It depends on the ability of the writer*, but the common limit is **250 words** for Matric. **Thirty lines of eight words each,** more or less, **is the rule.**

8. Kinds of a School Essay.

Essays or theme-writing may be classified as below :—

A. Descriptions : (*i*) of things and animals,
(*ii*) of persons,
(*iii*) of countries,
(*iv*) of scenes,
(*v*) of towns,
(*vi*) of buildings,
(*vii*) of processes,
(*viii*) of events and happenings.

B. Narratives : (*i*) of the life of a person—a biography or autobiography,
(*ii*) of history—the biography of of a race or nation.

The historical part in all descriptions has to be in the narrative style.

C. Reflections, deep thoughts or **ideas :**

(*i*) on the importance,

(*ii*) on the usefulness, or
(*iii*) on comparative merits and demerits of things, persons, or principles.

In reflective writing we have to rise above the physical and pass on into the world of thought.

D. Imaginative accounts are only another special form of the reflective writing. Here the writer has to place himself in supposed circumstances and then he tries to get the 'feel' of the new situation in order to be able to describe it vividly ; as,

1. Supposing I were a millionaire, how shall I spend my money ?
2. Supposing my father has written me a letter saying that I should give up studies, what letter shall I write in reply ?

Note.—In all compositions we have to use all the four powers—of description, narration, reflection and imagination more or less. Topics requiring more of description and less of the rest are called Descriptive, and so on.

It is best for students to train themselves **all the four** *ways.*

Exercise 72

I. Develop the following outlines into a well-arranged small essay of about 25 lines each :—

1. Your Pen-holder

(1) Introduction :—what did man use before pen-holder came into being ?—a sign of man's all-round progress.
(2) Description :—its parts—their description and materials of which they are made.
(3) Usefulness :—advantages it has over the reed-pen or feather-pen.
(4) Conclusion :—further progress of man in the same direction—his invention of the fountain-pen.

2. The Suit-Case

(1) Introduction :—mark it off from a wooden box on one side and a big trunk on the other in point of size.

(2) Its construction :— parts—how joined—the different materials out of which suit-cases are fashioned.
(3) Its necessity and usefulness.
(4) Conclusion :—a device lighter still in weight may be needed when travelling has to be done by airships.

3. *Exercise Book*

(1) Its construction :—parts—how put together ?
(2) Its value :—production of paper in the world has increased—it keeps a permanent record.
(3) Comparison with slate and tablet.
(4) Its right use and wrong use—its limits—where no record is necessary, slate is the better substitute.

II. Draw up your own outlines for the following. Show them arranged to your teacher and then write out your composition :—

(1) The Desk You Sit On.
(2) The Bell.
(3) The Black-board.
(4) The Village Well.
(5) The River.

III. Develop the following into an essay of about 250 words :—

4. *The Horse*

(1) Introduction :—useful to man—draws his carts, his ploughs, and his tongas.
(2) Description :—appearance—hoofs, etc.—distinction from other similar animals.
(3) Habits.
(4) What it eats with liking—food—care, etc.
(5) The defects in a horse.

5. *The Sheep*

(1) Its usefulness to man :—supplies man wool and flesh and soft skins, etc.
(2) Its appearance :—contrast it with goats who have horns.
(3) Its habits :—keeps constantly bleating—timid—they want to remain together—even a trained dog can control them.

(4) What it eats :—tender grass—night-soil, etc.
(5) Conclusion :—the need of more pastures in our country.

6. The Peacock

Begin thus : Peacocks are looked upon as ornaments of the village in some parts of the Punjab. Carry on. (First form the outline with this as the opening sentence.)

7. The Pigeon

(1) This bird has outlived its utility—how used in ancient times—why kept now ?
(2) Its appearance—beauty—of different hues—spotted.
(3) Habits—flying—memory, etc.
(4) What it feeds on.
(5) Recommend a visit to the zoo for a first-hand study of pigeons of different countries.

Exercise 73

(1) Make your own oulines for a composition on :
(*a*) The Camel.
(*b*) The Donkey.
(*c*) The Goat.
(*d*) The Crow.
(*e*) The Swan.

Outlines

8. The Postman

(1) Introductory remarks—a familiar figure—everybody waits anxiously for him.
(2) Carries letters—parcels and money-orders—his other duties.
(3) His usefulness to society—does useful service—means no one any harm.
(4) His pay—low-paid public servant—the essential cog of the postal machinery.
(5) He is known by his bag—and more often a smile plays upon his lips—he seems contented with his lot.

9. The Best Athlete of My School

Expand the outlines given below :—

(1) Introductory—a popular figure.
(2) Describe his person—how tall—how well-built.
(3) What athletics he does best.
(4) His past success—his prizes—cups, etc.
(5) His position on the side of studies—his behaviour—his future.

10. The Street Hawker

(1) A well-known figure in the streets, near school during intervals—and on the platform of a railway station.
(2) He carries his articles from place to place.
(3) His habits—keeps crying his own merchandise—keeps things open to flies and dust.
(4) Do you like this system ?
(5) Its dangers. Flies carry germs—a hawker carries flies.

Exercise 74

Write a composition of about 250 words on the following by first drawing up an outline :—

(*a*) An Old Beggar.
(*b*) The Railway Coolie.
(*c*) The Lorry Cleaner.
(*d*) The Railway Guard.
(*e*) The Fattest Man I Ever Saw.
(*f*) The Punjab Farmer.

11. My Province

(1) Situation—mountains—rivers—plains.
(2) Climate—soil in different parts.
(3) People—their habits.
(4) Chief occupations.
(5) Future possibilities of progress.

12. The Radio

(1) Introduction—telephone, gramophone—all surprising—radio—the most.
(2) Describe the radio set—what it looks like—its wire connections with the battery or electric wire—aerial, etc.

(3) Its services.
(4) Advantages and disadvantages.
(5) Recommend proper use.

13. The Olympic Games

(1) Short history of the games held in Greece.
(2) Open to all—their spirit.
(3) Held in every tehsil—then in every district—then in the central headquarters of the province.
(4) All India competition.
(5) All Empire and all world competition.
(6) Recommend taking a keen part in games.

14. The Newspaper

(1) Its necessity.
(2) Its different kinds.
The nature of services that different kinds (monthlies, weeklies, dailies) can render.
(3) Why should they be read ?
(4) What good can they do ?
(5) What mischief ?
(6) What sort of news you should study with interest.

Exercise 75

Make outlines for the following topics and then write your composition on them :—

(*a*) The Telegram Messenger.
(*b*) The Village Patwari.
(*c*) The Dictionary.
(*d*) The Quetta Earthquake.
(*e*) A Garden (which you have seen).

15 A Bicycle Trip

(1) How the idea was taken up ?
(2) What company ?
(3) The nature of the country through which the journey lay.
(4) Preparations for start—the start.
(5) Any interesting event—wayside halts, etc.
(6) Your arrival.

16. The Village Panchayat

(1) Its need.
(2) Its members.
(3) Their powers.
(4) The part of the Panchayat officers.
(5) Recommend their best use.

17. Garden Parrot versus *a Caged Parrot*

(First introduce the one which you wish to write against. Then take up the cause of the other.)

(1) Caged parrot—like a being in prison—looks at green trees, but cannot reach them.
(2) It eats what its master gives
(3) It has learnt to scream something in the language of man.
(4) The garden parrot free to roam.
(5) Discuss their lots.

18. A Bicycle and Tonga Accident

(1) How it came about—under what circumstances?
(2) What actually happened—who was on the wrong side?
(3) What did the cyclist do—what did the tonga-wala do?
(4) A scout was standing near...(carry on and close.)

19. A Journey by Lorry

(1) Occasion—what circumstances.
(2) Length—nature of the country and the road.
(3) The company—how many people? What sort of people?
(4) Halts—wayside events.
(5) Arrival.

20. A Railway Accident

(1) Where did it take place?
(2) Under what circumstances?
(3) The manner and the result.
(4) Conclusion.

21. An Assembly Election

(1) When held—where held?
(2) What were the parties?
(3) The polling station.
The opposite camps—supporters—the temptations that were offered to voters.
(4) The polling—recording of votes.
(5) The result.

22. A Flight in an Aeroplane

(1) Where did you get a chance?
(2) How did you feel while boarding it?
(3) How when it rose, and how when it was high up?
(4) What landscape did you fly over? How did it look?
(5) The climb down—your feelings.

23. Your First Football Match

(1) Between what parties?
(2) Why did they select you?
(3) How did you feel at the outset?
(4) How did your party play?
(5) Result.

Exercise 76

Write an essay of about 250 words on :—

(1) A Day at the Zoo.
(2) A Day at the Exhibition.
(3) A Day on the River.
(4) A Trip to the Hills.
(5) A Railway Coolie.
(6) Kite-flying.
(7) An Evening Walk.
(8) A Historical Building You May Have Seen
(9) A Municipal Election Scene.
(10) A Boys' Club.
(11) A Kabaddi Match.
(12) My Village
(13) My House.
(14) The Goat.

(15) An Indian Bazar.
(16) An Aeroplane.
(17) Luck *versus* Pluck.
(18) The School Games.
(19) Any School Function.
(20) My Pet.
(21) A Scout Rally.
(22) The Recess Period in Your School.
(23) Your Favourite Hero in History.
(24) Your Favourite Book.
(25) If I Were a Millionaire.

Exercise 77

Write a short essay on :—

(Selected from the examination papers of the Punjab University)

(1) A furious mob in an Indian city.
(2) A dispute between two rival teams.
(3) An historical building or monument.
(4) The life of an Indian *Sadhu* sitting under a tree. (P. U. 1928)
(5) A morning scene near a well or river bank.
(6) A village fair
(7) An Indian tailor or *dhobi*.
(8) Mahatma Gandhi.
(9) A *desi* game.
(10) A village.
(11) A friend. (P. U. 1929)
(12) A *tumtum-wallah* or a lorry driver.
(13) The joys of gardening.
(14) A street quarrel.
(15) A raw villager's first visit to a big city. (P U. 1930)
(16) A popular schoolmaster.
(17) A windstorm.
(18) An Indian fair.
(19) A cricket tournament
(20) An Indian juggler (P U. 1931)
(21) A river in flood
(22) A house on fire

(23) An angry mob.
(24) A prize distribution at your school.
(25) A funeral procession.
(26) Politeness. (P. U. 1932)
(27) A dust-storm.
(28) The examination hall.
(29) A morning scene by a water-tap.
(30) The school *chaprasi*.
(31) A harvest scene. (P. U. 1933)
(32) Pet animals.
(33) Mangoes.
(34) Railway engine.
(35) Street noises.
(36) The life history of my best friend.
(37) My last day at school. (P. U. 1934)
(38) An imaginary trip on bicycles.
(39) A rainy dry.
(40) Our drill-master. (P. U. 1935)

TEST PAPERS

Paper I

Part I

I. (*a*) Show, by constructing suitable sentences that you clearly understand the difference in meaning of the words in the following groups :—

Great, big ; tall, large ; loose, lose ; remember, recollect ; march, walk.

(*b*) Use :—*Time* as a noun and as a verb.

Spring as a noun and as an adjective.

That as a pronoun and as an adjective.

(*c*) Give the degrees of comparison of :—

Good, happy, lucky, ugly.

(*d*) Give the plural of :—

Mr., commander-in-chief, leaf, knife, grief, wife, monkey.

II. Combine the following into a compound sentence :—

I look back upon a certain incident. It occurred in 1936. It proved to be a turning point in my life.

III. Write questions to the following answers :—

1. Thank you very much. I shall be delighted to call at your house to-morrow at 2 p.m. to accompany you for a photograph.
2. I am not going by the morning train.
3. He should take a pint of milk every day.

IV. (*a*) Change the voice in the following sentences :—

(1) Who broke this chair ?
(2) A bird was shot down by him.
(3) He killed a snake.
(4) Rama spread the bed.
(5) The Jain monks wear a white cloth in front of their mouth.

(*b*) Convert the following from indirect to direct :—

(1) A king who had paid a large sum in advance to strangers for the purchase of some horses, told his chief minister to prepare a list of all the fools in the kingdom. The minister told him that he had already done so, and had placed the king's name at the top of the list.

The king, being angry, asked him why he had done so. To which the minister replied that the fact of His Majesty's having given so much money to strangers without knowing where they lived, and of his having paid for horses before he had seen them, was a clear proof of folly.

The king then asked him what he would do, if the strangers brought the horses that he had paid for. The minister answered that he would in that case strike His Majesty's name off the top of the list of fools and put the strangers' names there in its place.

PART II

V. (*a*) Change the following statements into questions :—

(1) I told him not to be over-anxious.

(2) He wakes up at 4 o'clock daily in the morning.

(3) He should not have behaved like that towards his teacher.

(*b*) Give a summary of the following passage in about one-third of its length :—

While engaged in the coasting trade, I fell in with many seamen who had travelled to almost every quarter of the globe, and freely confess that my heart glowed ardently within me as they recounted their wild adventures in foreign lands. But of all the places which they told me of none captivated (charmed) my imagination so much as the Coral Islands of the Southern Seas. They told me of thousands beautiful fertile islands that had been formed by a small creature called the coral insect, where summer reigned nearly all the year

round, when the trees were laden with a constant harvest of luxuriant fruit ; where the climate was almost perpetually delightful ; yet where, strange to say men were wild, bloodthirsty savages, except of those favoured isles to which the gospel of the Saviour had been conveyed. These exciting accounts had so great an effect upon my mind, that when I reached the age of fifteen, I resölved to make a voyage to the South Seas.

VI. (*a*) Rewrite the following incident in full :—

Some boys go to the canal for a bath. The little brother of one of the boys is left playing on the bank unattended. A vigorous search takes place after a short time.

Everybody is relieved of anxiety. Three boys know 'First Aid'. All come back very happy.

(*b*) Write short sentences to illustrate the use of the following phrases :—

A man of letters, with flying colours, cats and dogs, once in a blue moon, a bolt from the blue, a beast of burden, to get over, to make out, to give away, a beast of prey.

Paper II

Part I

I. (*a*) Show by constructing suitable sentences, that you clearly understand the difference in meaning of the words in the following groups :—

(1) Accept, except ; (2) counsel, council ; (3) excess, access ; (4) principal, principle ; (5) practise, practice.

(*b*) (1) Conflict, contest ; (2) contented, satisfied ; (3) copy, imitate ; (4) lament, deplore ; (5) modern, recent.

(*c*) Give plurals of—

Calf, ox, proof, passer-by, on-looker, genius.

(*d*) Use :—

'Talk' as a noun and as a verb.

'Might' as a verb and as a noun.

II. Express the following as one sentence :—

(*a*) He made some foolish remarks. These related to an event in his past life. He was not on his guard at the time of making them.

(*b*) Give the opposites of the following :—

Dull, superficial, adversity, innocent, industrious.

(*c*) Change the following into the Indirect speech :—

" Hurry up, Mohan ! " said his father, " you'll be missing the train."

Part II

III. Expand the following into a readable story :—

(*a*) An old farmer dying...tells his sons that they will find all his wealth buried in the vineyard but......

(*b*) Write suitable questions to which the following may form answers :—

(1) I have been watching throughout the night.

(2) I went to see him off at the station.

(3) I closed the door so that light may not come in.

IV. Punctuate the following passage, putting capital letters where necessary, and give it a suitable heading :—

there was once a poor man who could no longer keep his only son the son said dear faher things are so bad that i feel i am a burden to you i would rather go forth and seek some way of earning my bread his father gave him blessing and said what a terrible sorrow it is to part from you i shall always pray for your success and happiness.

V. Write short sentences to illustrate the use of the following :—

To get on with, to break up, to get through, by fits and starts, by and by, in short, the lion's share, to make up, in short, in a body, a bad debt, once for all, bag and baggage.

VI. Write a letter to your friend, asking him to spend a part of his vacation with you.

Paper III

PART I

I. (*a*) Analyse the following into clauses, stating the kind and function of each clause :—

Mohan, who had passed his Matric, finding that I had failed, came to my house and said, "Cheer up, my friend."

(*b*) Combine the following :—

The fire was put out. The inmates of the house were rescued. The firemen then removed the pumps. They desired to take a little rest.

II. (*a*) Construct sentences to illustrate the difference between :—

Listen, hear ; ice, snow ; clear, clean ; tall, high.

(*b*) Change the gender of the following :—

Aunt, viceroy, lad, fox.

(*c*) Give the plurals of :—

Radius, hoof, mice, negro.

(*d*) Change the following into the Indirect form of speech :—

She said, " Why didn't you listen to me ? "

PART II

III. Rewrite the following, giving appropriate punctuation marks : —

she said i heard a very touching story yesterday a true one too he asked excitedly what was it do tell it to me she replied one of the nurses of the hospital was telling my mother about one of her patients a little girl who would be kept in bed for ever so long she is very poor her mother is a widow with three girls younger than herself.

IV. Give a summary of the following passage and suggest a suitable heading for it :—

There were no tears in the king's eyes. He looked at all his courtiers with great affection, but his mind was made up. He took off his royal robes, and dropped them gently on the ground. The chief minister picked them up tenderly

and kissed them and sobbed like a child. Then the king took off his crown and held it in his hands. He raised his eyes to heaven and said, "God, I give back to Thee Thy gift of kingship which Thou hadst bestowed upon me. I love my subjects, but I love humanity more." Then he addressed his courtiers and said, "My friends, I go into the forest to pray for the rest of my life in order to find peace of mind. I sincerely hope that he whom you choose as your next king will be just and merciful. One day I'll return to you, not as your king but as your servant, the servant of all human beings." He dropped the crown, which rolled down the steps of the throne. In perfect silence he walked out of the hall.

V. Write a letter to your friend, asking him to come to stay with you after the examination, and telling him how you would amuse and entertain him.

VI. Write out the following story in full :—

A squ rrel served a lion.
Became the lion's favourite servant. (Why ?)
The lion promised a cart-load of nuts.
He did not fulfil the promise for long. (Why not ?)
The hungry squirrel envies other squirrels who had nuts. (Describe this.)
Grows old.
Retires from service.
Is given a cart-load of nuts.
Has long ago lost all teeth. (What did it say ?)

VII. Write out short sentences, illustrating the correct use of the following :—

To back out, to come by, to give out, to lay down, to make up, to run down, to set through, to turn off.

Paper IV

Part I

I. (*a*) Form verbs from the following adjectives :—
Large, equal, fat, low, bitter.

(*b*) Form adjectives from the following nouns :—
Spain, viceroy, king, commerce, type.

II. (*a*) Distinguish between the following pairs of words :—

Principal, principle ; stationery, stationary ; quiet, quite ; refuse, deny ; admit, confess.

(*b*) Use :—
'Make' as a noun and as a verb.
'Fast' as a noun, adjective and adverb.
'Stone' as a noun, adjective and verb.
'Back' as a noun, as an adjective and as a verb.
'Right' as a noun, as an adjective and as an adverb.

III. Convert the following into Indirect speech :—

"I am not in favour of all this folly of yours," said Jones. "You ought to be ashamed of yourself for behaving in this manner now. We are faced with a more difficult problem than we had to solve for some time."

"I shall act as I choose," retorted Smith. "I may not have your brains, but I have more than your courage. These are indeed difficult times, but it is a bad workman who quarrels with his tools. Let us face it as best as we can, and all will be well."

IV. Fill the blanks in (*a*) by choosing suitable words from the list (*b*). The list contains many more words than you will need. There are only ten blanks to be filled. You need not copy the passage. Just give in their proper order the words you have chosen.

(*a*) The man was walking restlessly—the station like a—. —a porter he—some question to him. Receiving the porter's answer he looked at the clock and then at his watch. For a few moments, he—about bookstall glancing without any interest at the—books. To his—he found that he had no money in his pocket. He left the station and—his way on foot on the two-mile road that—to the hotel. It was raining, so he pulled—his rain-coat swiftly.

(*b*) About, approaching, asked, criminal, guilty, inquired, into, led, lingered, moved, made, off, on, put, ran, reading, stopped, surprise, took, up, varied, various, walked, wonder.

Part II

V. (*a*) Write a letter to a shopkeeper ordering a wrist watch.

(*b*) Use the following in sentences :—

To fall out, to give in, to put off, to come by, to make up, to drop in, to get round, to hand over.

VI. Write a short essay on any *one* of the following :—

(1) A Dust-storm.
(2) The Examination Hall.
(3) A Morning Scene by a Water Tap in a Street.
(4) The School Chaprasi.
(5) A Harvest Scene.

Paper V

Part I

I. (*a*) Give the masculines of :—Witch, madam, sultana, negress, nun, belle.

(*b*) Give the past tense and past participles of :— Spit, awake, lay, ring, sweep, hang.

(*c*) Give the plurals of :—Ox, pice, buffalo.

II. (*a*) Rewrite the following in Direct speech :—

The master reminded the servant that he had told him before that he was not to wake him when he was asleep. He ordered him, therefore, to leave his service and forbade him ever to let him see his face again.

(*b*) Change from active into passive voice :—

He cheerfully bore all difficulties.

(*c*) Rewrite, using ' no sooner ' :—

As soon as the bell rang, he came into the room.

(*d*) Give the question to which the following is an answer :—

I did not come yesterday because I was ill.

(*e*) Punctuate the following :—

who is the man you speak of said ram leaving his set buttoning up his coat and moving towards the door.

III. Use :—

'Round' as a noun, as an adjective and as a verb.

'Next' as an adjective and as a verb.

'All' as an adjective and as a noun.

'Correct' as an adjective and as a noun.

'Attempt' as an adjective and as a noun.

IV. Fill in the blanks in the following passage. It is not necessary to copy out the passage :—

Presently they began to drag the animal into the city saying, "We will—the strange animal as a trophy of the great siege which the Trojans—for so long." But the older men of the city—their heads and said, "Better—it to leave the image without the gate,—it may bring misfortune upon us." But the people would not—their words, and hundreds of them—the heavy horse into the city. The festivities continued throughout the day, but at last when darkness—, the Trojans—to rest. Then in the silence of the—the Greeks—their way to the city gate. Here they sprang—the sentries and after killing them, opened the gates, and—in their soldiers.

PART II

V. (*a*) How would you begin and end a letter when writing to the following :—

(*a*) Deputy Commissioner.

(*b*) Your mother.

(*c*) Your friend's father.

(*b*) Make sentences :—

Resigned to one's fate, by leaps and bounds, a storm of applause, seething discontentment, fired with patriotism, initiate into, hand in hand, bound up with, spread far and wide, in pathetic gratitude.

VI. Write an essay on any *one* of the following :—

(*a*) Life History of My Best Friend.
(*b*) Pet Animals.
(*c*) Mangoes.
(*d*) A Railway Engine.
(*e*) Street Noises.
(*f*) My Last Day in the Scohol.

Paper VI

Part I

I. (*a*) Distinguish between the meaning or usage of the following pairs of words :—

Council, counsel ; discover, invent ; loose, lose ; sink, drown ; human, humane.

(*b*) (*i*) Form adjectives from :—

Winter, friend, number, sport, man.

(*ii*) Form nouns from :—

See, dismiss, deny, speak, intend.

(*c*) Punctuate the following passage, giving capital letters where necessary :—

he was able to learn in one month what generally took seven then he returned home he wanted to start work on his own account but other people said you have not studied seven months we cant allow it.

II. Rewrite the following passage in the Direct form :—

In a minute one of the men came in to get the table ready, and Gafoor questioned him about his master. The man thanked God that Gafoor had come. Gafoor asked him why he thought so. The man answered very respectfully that they had been starved for the last three months. They would have a chance then of having a little broken meat. Gafoor thought how cruel some masters are.

III. (*a*) Complete the following by filling in the blanks :—

(*i*) He always adheres—his convictions.
(*ii*) The boy, it appears, is weak—understanding and wanting—common sense.

(*iii*) Hari was ambitious—renown.
(*iv*) I caught him—the neck.
(*v*) Ram was alarmed—the turn the events had taken.
(*vi*) I am very annoyed—him, he is not sensible—his difficulties.

(*b*) In the following passage articles 'a', 'an', 'the' are omitted. Rewrite the passage, inserting them wherever necessary :—

Then came Ashoka. He started his career as warrior and conqueror, he ended his life as monk. His first venture resulted in conquest of Kalinga, kingdom situated between Mahanadi and Godavari, both rivers in Deccan.

PART II

IV. Complete the following story :—

Once two men started upon a long journey. At least one of them was quite happy to have a companion. He was a true and loyal friend ; he thought of others before he thought of himself. But the other was selfish ; he thought of his own safety first. One evening as they were passing through a jungle...

V. Give a summary of the following passage in your own English, using about forty words :—

In Agra city many an old grey-beard shook his head in doubt, anxiety and despair, for it was well known that Prince Akbar would not apply himself to his studies. It is true the Padshah was always a willing listener when others read to him ; for tales of romance never failed to appeal to the noble-hearted youth, but he would not learn how to read and write. Instead of unravelling the mysteries of the Persian alphabet, he took delight in the art of pigeon-flying, a sport of which he was very fond. Nor was he interested in pigeons alone. From his earliest years he showed an extraordinary fondness for all kinds of animals, and he

spent the greater part of the day in congenial observation of the habits of the elephants, camels, horses and dogs. Thus he grew into a fearless young man, and was never so happy as when, on a bounding steed, he rode at break-neck speed across the open country, with the wind singing in his ears, and every muscle and nerve in his high-strung body tingling and quivering for sheer delight.

VI. (*a*) Write a letter of not less than twenty lines to your uncle, telling him how you are prepared for your papers, what you propose to do after the examination, and what help you want him to give you if you are successful.

(*b*) Construct sentences, using the following :—

To give away, to set out, to go off, to wear down, to cut into, to set apart, to run down, to get at.

VII. Write a paragraph of about thirty lines on any *one* of the following :—

(1) A Village Fair.
(2) An Indian Tailor or Dhobi.
(3) A Morning Scene near a Well or a River Bank.
(4) Mahatma Gandhi.

Paper VII

Part I

I (*a*) Form verbs from the following nouns and adjectives :—

(1) Nouns : Thief, friend, bath, blood.
(2) Adjectives : Sweet, better, full, pure.

(*b*) Correct the following sentences :—

(1) How charming are the sceneries of Kashmir !
(2) The hen has lain ten eggs.
(3) He has arrived at 5 o'clock yesterday.

II. Complete the following :—

My mother has gone to Lahore—is her birth-place. One must do—one likes. A crow—was very thirsty saw a pitcher containing some water.—

book is this? He committed a crime the enormity of—could not be well estimated. There was hardly any man—did not burst into a flood of tears. There never was a knight—had a page. Such boys - do not pay attention in the class fail miserably in the examination. The best—could be done was done—thy hand findeth to do, do it with thy might. All is not gold—glitters.

III. (*a*) Rewrite the following after replacing the italicised expressions by group words :—

(1) He is a photographer *who practises the art for the sake of pleasure* and not professionally.
(2) The Parthians fought a battle *in which there was untold bloodshed.*
(3) A patient ought to take food *that makes for his health.*
(4) Mr. Khaparde is a man *who looks not on the dark side of things.*

(*b*) Use :—*Black* as a noun, as an adjective and as a verb.

Change as a noun and as a verb.

Either as a pronoun, as a conjunction and as an adjective.

PART II

IV. Write a letter to a friend of yours, inviting him to come over to your school.

Or

In the form of a letter to a friend, describe how you spend your leisure hours.

V. Report any *one* of the following incidents in about 30 to 40 lines of your answer-book with a request to the editor of the *Tribune*, Lahore, to find room for it in his esteemed paper :—

(*a*) A Daring Escape from a District Jail.
(*b*) Prize Distribution at Your School.
(*c*) A Political Procession.
(*d*) The Capsizing of a Boat.

(*e*) The Derailment of a Passenger Train.
(*f*) Complaint Against a High-handed Sub-Inspector of Police.

VI. There is a noisy quarrel between two passers-by. One of them upsets the milk jar which the other is carrying on the head. Give in the form of a dialogue an idea of the hot words they exchange between them.

VII. Make sentences using the following :—

Sink down, exhausted, in connection with, on a large scale, hold one's breath, quick to seize the advantage.

Paper VIII

Part I

I. Rewrite the following passage in Indirect speech, as if reported by David Copperfield :—

"It's very unfortunate," said my aunt, "I do not know what to do."

"It does not happen unfortunately," said Mr. Wickfield, "but I will tell you what you can do."

"What's that?" enquired my aunt. "Leave your nephew with me. He is a quiet fellow. He does not disturb me at all." "I am very much obliged to you," said my aunt, "and so is he but—." "Come! I know what you mean," cried Mr. Wickfield, "you may pay for him, if you like."

II. (*a*) Change the following paragraph into one complex sentence :—

The lion was let out of its cage for the amusement of the spectators. It did not run at Androcles to devour him. It came up quietly. It fawned upon him. A dog fawns upon its master in the same way. It licked his hand. He had been kind to it in the forest. It remembered this.

(*b*) Change the voice of the following :—

(1) Were sparrows to yield milk, who will ever tether cattle in his house?

(2) My man, you are as much misled as Rama was by the golden deer.

(3) "Baker, run as fast as thy legs can carry thee and jump into thy burning oven. Only in that way can thou atone for thy sin."

(*c*) Use:—

Milk as a noun, as a verb and as an adjective.
Meet as a noun, as a verb and as an adjective.
Fair as a noun, as an adjective and as a verb.
Head as a noun, as an adjective and as a verb.

III. Use the following in sentences :—

To fall into despair, join in the argument, single combat, no easy task, perilous position, divided in opinion, under the threat of, hall of audience, at a loss to.

PART II

IV. Write a letter to your elder brother, who has gone abroad, giving him some home news.

Or

Write to the father of a friend in a boarding house, giving news of his illness.

V. Write an essay on any *one* of the following :—

(1) A Journey by Boat on a Punjab River.
(2) Dussehra Festival and How It Is Celebrated
(3) The Dog.
(4) A Historical Building.
(5) Why Should I Obey My Parents?
(6) My Teachers.

VI. Replace the italicised words by single words :—

(*a*) *Letters of which the addresses cannot be found* are sent over to Lahore.
(*b*) Your reasoning is *outwardly convincing.*
(*c*) Martial Law in the Punjab was *applied to acts done even in the immediate past.*
(*d*) In the Great Exhibition we saw a penman *who could use both hands* equally well.
(*e*) Of all others, a judge of High Court should *be incapable of taking sides.*

Paper IX

Part I

I. Change the following sentences into assertive ones :—

(1) Hath not a Jew eyes? Hath not a Jew hands, organs, dimensions, senses, affections, passions? If you prick us, do we not bleed? If you tickle us, do we not laugh? If you poison us, do we not die? And if ye wrong us shall we not revenge?

(2) Who has a sight so sharp and strong that it can follow the flight of a song?

(3) Who is here so base that would a bondsman be? Who is here so rude that will not love his country?

(4) Breathes there the man with soul so dead, who never to himself hath said, "This is my own, my native land?"

(5) Who will bear the stings of fortune and law's delay, when one has the door of death open before one?

II. Make sentences to show the difference between :—

Probable, possible; poetry, poem, politic, political; place, room; people, peoples; Bengalee, the Bengalee; British, English; occupancy, occupation.

III. Punctuate the following. Use right words in place of those to which asterisk has been affixed :—

mrs malapropos observe me sir anthony i would by no means wish a daughter of mine to be a progeny* of learning i dont think so much learning* becomes a young woman for instance i would never let her meddle with greek or hebrew or simony* or fluxion or paradoxes of such inflammatory* branches of learning neither would it be necessary for her to handle any of your mathematical astronomical diabolical instruments, but sir anthony i would send her at nine years old to a boarding school in order to learn a little ingenuity* and artifice

then sir she would have a supercilious* knowledge in accounts and as she grew up i would have her instructed in geometry* that she should know something of the contagious* countries but above all sir anthony she should be mistress of orthodoxy* that she should not mis-spell and mispronounce words so shamefully as girls usually do and likewise she might reprehend* the true meaning of that she says.

IV. Fill up the blanks with either of the words given against each sentence :—

(*i*) The prisoner before his execution,—that he had committed the crime, and—the justice of the sentence. (admit, confess).

(*ii*) The poor are often—but a miser is never—. (contented, satisfied.)

(*iii*) I have read of a man who was very—but who considered himself—all the same. (rich, poor).

(*iv*) Although he is,—yet he is—. (poor, honest).

PART II

V. Write a condolence letter to one of your friends on the death of his sister.

VI. Write an essay on any *one* of the following :—

(1) An Encounter with the Dacoits.

(2) The Camel or the 'Ship of the Desert'.

(3) An Imaginary Journey through India during the time of Akbar the Great.

(4) Delhi, Lahore or Amritsar.

(5) My Garden.

VII. Write a dialogue between a mother and her untidy son.

VIII. What do you understand by the following expressions:—

Odds and ends, a dry jest, a cutting remark, a momentous discovery, a standard writer, a handsome donation, a princely subscription in round numbers, the late Mr. Rash Behari Gosh, dead and gone, for good, of the last importance, the mainstay of life, a hard customer, a flat refusal, at the eleventh hour.

Paper X

Part I

I. Convert the following from Direct to Indirect :—

"Consider, sir," said Sancho, "that here is no enchantment, nor anything like it, for I have seen, through the grates and chinks of the cage the claw of a true lion ; and I guess by it that the lion to whom such a claw belongs, is bigger than a mountain.

II. Analyse the following sentences into clauses, indicating the function of each clause :—

His opponents were six in number, but he did not mind that, and leaping from his horse, he struck each of them in turn such a blow as to kill every man on the spot where he stood.

III. (*a*) Change the gender of—

Countess, wizard, Czar, duke, viceroy.

(*b*) Change the number of—

Sheaf, geese, step-son, looker-on, Knight-Templar.

IV. Combine the following into one complex sentence :—

1. An anecdote is related of Frederick the Great.
2. Frederick was King of Prussia.
3. One day he was seated in his private room.
4. On that occasion a petition was brought to him.
5. The petition was accompanied with a request.
6. The King was requested to read the petition immediately.

Part II

V. Summarize the following passage :—

Poor Rip was at last reduced almost to despair, and his only alternative to escape from the labour of the farm and clamour of his wife was to take gun in hand and stroll away into the woods. Here he would sometimes seat himself at the foot of a tree and share the contents of his wallet with Wolf, with whom he sympathised as a fellow-sufferer in persecu-

ti n. "Poor Wolf," he would say, "thy mistress leads thee a dog's life of it ; but never mind, my lad, whilst I live thou shalt never want a friend to stand by thee!" Wolf would wag his tail, look wistfully in his master's face, and if dogs can feel pity, I verily believe he reciprocated the sentiment with all his heart.

VI. Insert appropriate prepositions in the spaces left blank :—

The next day I entered Egypt, and floated through green wavy fields—rice and pastures fresh and plentiful, and dived—the cold verdure—groves and gardens, and quenched my hot eyes—shade, as though a bed—deep waters.

VII. Make sentences with the following phrases showing that you understand their meaning :—

To cut short, to come true, to come out, to live fast, look far, to make off, to take for, to put to sea, to set aside, to be taken aback.

VIII. Write an essay on any *one* of the following, not more than two pages in length :—

1. A Journey by Bullock Cart.
2. A Street Quarrel.
3. A Moonlit Night.

Or

Write a letter to your elder brother, stating whether you have improved in your studies or not.

PUNJAB UNIVERSITY PAPERS

1938

Part I

I. (*a*) Show, by constructing suitable sentences, that you clearly understand the difference of meaning in the following groups of words :—

Principal, principle ; access, excess ; check, cheque ; practice, practise.

(*b*) Give the plurals of :—

Monkey, remedy, proof, calf, passer-by, radius.

(*c*) Use :—

'*Well*' as a noun, as an adjective and as an adverb.

'*Light*' as a noun, as an adjective and as a verb.

II. (*a*) Express the following as one sentence :—

A lady had seen an aeroplane. Her husband asked if it was going fast. She replied that it was simply flying.

(*b*) Give the feminine of :—

Duke, hero, actor, man-servant.

(*c*) Change the following into the Indirect speech :—

"Hurry up, Dick ! ", said his mother, " you'll be missing the train ".

Part II

III. (*a*) Expand the following outline into a complete story in not more than 150 words :—

Cap seller under tree—on ground ten caps for sale —falls asleep—wakes up—caps gone—looks up in wonder—ten monkeys in tree—each wears a cap—tries several methods to recover caps—no use—snatches his cap off his head—throws it down in anger—recovers all his caps.

(*b*) Write suitable answers to the following questions :—

(1) What is your father ?
(2) How long has it been raining ?
(3) Is it true that you lost your match yesterday ?

IV. (*a*) Punctuate the following passage, and give it a suitable heading :—

there was once a poor man who could no longer keep his only son the son said dear father things are so bad that i feel i am a burden to you i would rather go forth and seek some way of earning my bread his father gave him his blessing and said what a terrible thing it is to part with you i shall always pray for your success and happiness.

(*b*) Write short sentences to illustrate the use of any *eight* of the following :—

To get on with, to break up, to get through, by and by, the lion's share, a maiden speech, to make up, in short, in a body, a bad debt, once for all, bag and baggage.

1939

Part I

I. (*a*) Show by constructing suitable sentences that you clearly understand the difference of meaning in the following groups of words :—

Fair, fare ; older, elder ; council, counsel ; die, dye.

(*b*) Give the plurals of :—

Mr., knight-errant, axis, chimney, deer, crisis.

(*c*) Use :—

'Bite' as a noun and as a verb.
'Poor' as an adjective and as a noun.
'Sound' as an adjective and as a verb.
'Meek' as an adjective and as a noun.

II. (*a*) Express the following as one sentence :—

The merchant had much property to sell. There was no railway in that part of the country. The merchant caused all his goods to be conveyed on camels.

(*b*) Give the feminines of :—

God, traitor, lord, monk.

(*c*) Change the following into the Indirect speech :—

" Father," asked the little girl, " were you always good when you were a boy ? "

" I was generally good," replied the father. " At least, when I was asleep."

PART II

III. (*a*) Give a summary of the following passage in about eighty words :—

A certain number of ladies and gentlemen from the United States of America came out to India on a pleasure trip. Among the many cities that they visited, Calcutta was the one that left an impression on their minds which lasted for a long time. They arrived at Calcutta—the biggest city in the country—about the middle of the month of October in the year 1929. At this time of the year almost all the Hindus in the presidency of Bengal are busy with ' Durga Pooja'. The party of Americans saw that a great many of the shops were closed. Almost all Government Offices, schools and colleges were also closed on account of Durga Pooja holidays. On the last day of these holidays the tourists were amazed to see an extraordinarily large crowd of men, women and children, consisting of more than a hundred thousand individuals forming a procession and following a big idol which appeared to be made of silver and bedecked in jewels which must have cost a very large sum of money. This was the idol of the Goddess Durga. The Americans took a very keen and curious interest in the procession which impressed them deeply. They expressed their great and sincere admiration for the devotion and faith of the worshippers of the Goddess Durga. But

they could not understand why such a beautiful idol, which had cost the Bengalis so much money, and which they held in high esteem, should have been thrown into the river Hooghly.

(*b*) Write suitable questions to the following answers :—

(1) I have my dinner at 8 o'clock.
(2) Eighty thousand persons died of cholera in the C. P.
(3) About fifty rupees.
(4) Yes, you must.

IV. (*a*) Complete the following story in the best way you can :—

A man came to the Duke of Wellington and showed him a bullet-proof coat he had invented. He said the Duke could have it tested.

(*b*) Write short sentences to illustrate the use of any *eight* of the following :—

A red-letter day, a past master, the prime of life, a narrow escape, a leap in the dark, to bury the hatchet, a dead letter, an open secret, a laughing stock, a black sheep, a man of parts, a white elephant.

V. A friend of yours has invited you to spend an evening with him, but your parents wish you to visit your uncle on that day. Write a letter to your friend declining his invitation.

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